

KPS Geography Knowledge Intent

KPS Geography Teaching Overview	
EYFS	
The Natural World	People, Culture and Communities
Year 1	
Where I Live	Wonderful World
Year 2	
Why is Britain Great?	Kenya
Year 3	
Food Glorious Food	Rivers and Mountains
Year 4	
Europe	Natural Disasters
Year 5	
South America	Exploration
Year 6	
Blue Planet Green Planet	The Lake District

PREVIOUSLY TAUGHT KNOWLEDGE WILL BE IN RED.

Vocabulary Progression

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Broad geographical vocabulary: Road, school, shop, same, different, dry, wet, place, journey, pond, winter, spring, summer, autumn.</p> <p>SPECIFIC: tree, fields, plant, travel, woodland, animal, weather, England, country, family.</p>	<p><u>Previously taught geographical vocabulary:</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different. tree, fields, plant, travel, woodland, animal, weather, England, country, family.</p> <p><u>New geographical vocabulary:</u> street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church</p>	<p><u>Previously taught geographical vocabulary:</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat.</p> <p><u>New geographical vocabulary</u> Right, left, behind, in front of, up, down, travel, fieldwork, record, vegetation, continent, ocean</p>	<p><u>Previously taught geographical vocabulary:</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat. right, left, behind, in front of, up, down, travel, fieldwork, record, vegetation, physical feature, human feature, location, aerial, England, continent, ocean</p> <p><u>New geographical vocabulary</u> harbour, coast, cliff, soil, port, north, south, east, west, stream, symbol, key, atlas, globe, body of water, steep, capital city, cave, bay</p>	<p><u>Previously taught geographical vocabulary</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat. Right, left, behind, in front of, up, down, travel, fieldwork, record, vegetation, physical feature, human feature, location, aerial, England, continent, ocean</p> <p><u>New geographical vocabulary</u> Northern Hemisphere, Southern Hemisphere, temperate, polar, research, design, evaluate, make, developed, producers, transport, factory, impact, environment, industry, temperature</p>	<p><u>Previously taught geographical vocabulary</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat. 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Map Skills Progression

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>Draw information such as roads, buildings and houses from a simple map.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with</p>	<p>Use world maps, atlases, globes to locate the seven continents and five oceans of the world.</p> <p>To use aerial photographs to describe the local area.</p> <p>-Use directional language such as Follow up/down, left/right, behind/in front of to describe places on a map of the local area.</p> <p>To draw places, houses and roads and talk these about picture maps of the local area.</p>	<p>Use world maps, atlases and globes to locate and label the continents, oceans, the UK and its countries.</p> <p>Look at maps and use directional language such as N, S, E, W to describe the location of places such as England, Scotland, Northern Ireland and Wales and Barnsley, London, Cardiff, Edinburgh and Belfast.</p> <p>Draw a map of London/ Barnsley.</p> <p>Use class agreed symbols to show human and physical on simple map of London.</p> <p>Use maps of the world, Europe and the UK to compare location and match the UK onto all versions of the map.</p>	<p>Use pairs of coordinates and eight compass points to help locate rivers and mountains.</p> <p>Know when looking at maps, discuss the need for keys and standard symbols and that they help us locate features on a map.</p> <p>Use maps of the world, Europe and the UK to compare location and match the UK onto all versions of the map.</p> <p>Began to look at maps of other localities.</p>	<p>Begin to use 4-figure grid reference to locate features on a map.</p> <p>Recap need for keys and standard symbols.</p> <p>Make own maps of real places with increasing accuracy (Rome).</p> <p>Use a variety of maps of different scales to locate places.</p>	<p>Use 4-figure grid reference to locate features on a map in South America</p> <p>Draw a map using symbols and a key, awareness of OS symbols</p> <p>Measure straight line distance on a plan</p> <p>Draw a variety of thematic plans, based on own data</p> <p>Compare large-scale map and vertical photo, select maps for a purpose</p>	<p>Use 6-figure grid reference to locate features on OS map</p> <p>Use OS standard symbols, scale reading and drawing and comparison of map scale to draw scale plans of increasing complexity.</p> <p>Follow route on small-scale OS map and describe features seen</p>

Enquiry Skills Progression

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children to about the differences they have experienced or seen in photos of different countries.</p> <p>Children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments.</p> <p>Look at similarities and differences such as houses, weather, culture and types of places to a contrasting place to where they live.</p> <p>To draw on their experiences and what has been read in class to describe how and why a place is different to where they live.</p> <p>Children to discuss people that they may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.</p>	<p>Use aerial photographs and maps provided and their own observations to respond to questions about places.</p> <p style="text-align: center;"><u>Questions</u></p> <p>What places are in our local area? What can you do in the local area? What are houses like in the local area? What is your house like? What is your favourite place? Why? What would you change about your local area?</p>	<p>Find information about London through using maps and atlases. (Apple Flyover)</p> <p>Use this information and their own observations to ask and respond to questions about London.</p>	<p>Use maps, globes and atlases to respond to a range of geographical questions about where food comes from and the positives/negatives of that.</p> <p>Offer reasons for some of their observations and judgements about where food comes from.</p> <p>Offer reasons for some of their observations and judgements about the location of rivers.</p>	<p>Use a range of sources to respond to a range of geographical questions in relation to the location of volcanoes.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Draw on their knowledge and understanding to suggest suitable geographical questions for study such as deforestation.</p> <p>Use a range of geographical skills and evidence to investigate places.</p>	<p>Identify relevant geographical questions.</p> <p>Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.</p> <p>Reach plausible conclusions and present their findings both graphically and in writing.</p>

Field Work Progression

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children to use school grounds to explore freely outdoors noticing changes in trees/plants, weather and animals.</p>	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p> <p>Explore the school grounds through using their senses, making observations and drawing pictures of what they can see and hear around them.</p>	<p>To look around the school and its grounds focusing what human and physical features are there.</p> <p>To look around the local area focusing on what places and houses they can see.</p> <p>Use aerial photographs to recognise landmarks in the local area and basic human and physical features.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Devise a simple map of Barnsley/London; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and record what food is made in our local area.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and record the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Compare with South America)</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

Place and Locational Knowledge Progression

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know that there are different countries in the world.</p>	<p>Know some similarities and differences between their own lives with someone that lives in a different place/country/continent, drawing on their experiences and what has been read in class. (See below for focus stories)</p> <p>Explain some similarities and differences between life in this country and life in a different place/country/continent focussing on food, houses, beliefs, family and routines drawing on knowledge from stories and non-fiction texts. (See below)</p> <p>Children to recognise the name of the road, and or village/town/city the school is located in.</p>	<p>To name the world's seven continents and five oceans.</p> <p>To name Barnsley as their town and Kexborough as their village.</p>	<p>Review: Name and locate the world's seven continents and five oceans and the position of the Equator and hot and cold countries.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences such as homes, families, jobs, education and location through studying the human and physical geography of Barnsley and an area in Kenya.</p>	<p>Review: Name and locate the world's seven continents and five oceans. Locate and name the countries making up the British Isles, with their capital cities. Identify the position of the Equator and hot and cold countries.</p> <p>Identify longest rivers in the world, largest deserts and highest mountains.</p> <p>Identify the position and significance of Equator and N. and S. Hemisphere.</p> <p>Name and locate counties and cities of the United Kingdom.</p>	<p>Review: Name and locate the world's seven continents and five oceans. Locate and name the countries making up the British Isles, with their capital cities. Identify the position and significance of Equator and N. and S. Hemisphere.</p> <p>Locate the main countries and capital cities of Europe including Russia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p>	<p>Review: Name and locate the world's seven continents and five oceans. Locate and name the countries making up the British Isles, with their capital cities. Identify the position and significance of Equator and N. and S. Hemisphere.</p> <p>Identify the position and significance of Tropics of Cancer and Capricorn, lines of latitude/longitude and Arctic and Antarctic Circle.</p> <p>Locate the main countries and principal cities in South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in South America.</p> <p>Identify the position and significance of</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p>	<p>Review: Name and locate the world's seven continents and five oceans. Locate and name the countries making up the British Isles, with their capital cities. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>To identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Look at how land use has changed in an area over time.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),</p> <p>Identify land-use patterns; and understand how some of these aspects have changed over time.</p>

Human and Physical Geography Progression

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children to use their senses to notice differences in leaves, seeds, rocks and animals in the school grounds.	Explore the school grounds focussing on seasonal changes such as trees, animals and weather that they can see and why these changes occur.	<p>To Identify the location of deserts, rainforests, the Arctic and Antarctic in relation to the Equator and the North and South Poles.</p> <p>Use the following vocabulary to look at key physical and human features of the school grounds and the local area.</p> <ul style="list-style-type: none"> key physical features, including: forest, hill, soil, vegetation, season and weather <p>key human features, including: city, town, village, farm, house, and shop</p>	<p>Use geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>in relation to Barnsley, London and the UK.</p>	<p>Describe and understand key aspects of physical geography including rivers and mountains.</p> <p>Describe and understand key aspects of human geography including types of land use and the distribution of natural resources such as food.</p>	<p>Describe and understand key aspects of human geography including economic activity trade links. (tourism near volcanic areas)</p> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes (ring of fire).</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes (link to work on Rainforest)</p> <p>Human geography, including: types of land use, economic activity including trade links, and the distribution of natural resources. (Focus on impact of deforestation and urbanisation)</p>	<p>Describe and understand key aspects of:</p> <p><u>Human geography</u> Types of settlements in modern Britain: villages, towns, cities and distribution of natural resources.</p> <p><u>Physical geography</u> physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains.</p>