



Geography

Progression in Skills at Fawkham CEP School

Geography Topics Across the School

This highlights the curriculum coverage in each of the topics we teach on our two-year cycle.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throughout the EYFS Curriculum	<p style="text-align: center;">Term 1 Where I Live</p> <p style="text-align: center;">LOCATIONAL KNOWLEDGE GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p style="text-align: center;">HUMAN AND PHYSICAL GEOGRAPHY</p> <p style="text-align: center;">PLACE KNOWLEDGE</p> <p style="text-align: center;">Term 3 Frozen Kingdom</p> <p style="text-align: center;">HUMAN AND PHYSICAL GEOGRAHY</p> <p style="text-align: center;">Term 6 Pirates</p> <p style="text-align: center;">LOCATIONAL KNOWLEDGE</p>	<p style="text-align: center;">Term 3&4 Looking after our World</p> <p style="text-align: center;">HUMAN AND PHYSICAL GEOGRAPHY</p> <p style="text-align: center;">Term 5&6 Big City</p> <p style="text-align: center;">LOCATIONAL KNOWLEDGE GEOGRPAHICAL SKILLS PLACE KNOWLEDGE</p> <p style="text-align: center;">Term 6 (3 weeks) Paws, Claws and Whiskers</p> <p style="text-align: center;">HUMAN AND PHYSICAL GEOGRAPHY</p>	<p style="text-align: center;">Term 1 Make a Splash</p> <p style="text-align: center;">PHYSICAL GEOGRAPHY</p> <p style="text-align: center;">Term 2 Rainforest</p> <p style="text-align: center;">PHYSICAL GEOGRAPHY LOCATIONAL KNOWLEDGE GEOGRPAHICAL SKILLS</p> <p style="text-align: center;">Term 6</p> <p style="text-align: center;">GEOGRAPHICAL SKILL FOCUS</p>	<p style="text-align: center;">Term 1 Frozen Kingdom</p> <p style="text-align: center;">LOCATIONAL KNOWLEDGE</p> <p style="text-align: center;">Term 3 Food Glorious Food/ Scrumdiddlyumptious!</p> <p style="text-align: center;">GEOGRAPHICAL SKILL FOCUS HUMAN GEOGRAPHY</p> <p style="text-align: center;">Term 6 Extreme Earth</p> <p style="text-align: center;">PHYSICAL GEOGRAPHY LOCATIONAL KNOWLEDGE</p>	<p style="text-align: center;">Term 2 Fawkham Child</p> <p style="text-align: center;">LOCATIONAL KNOWLEDGE</p> <p style="text-align: center;">Term 3 Raging Rivers</p> <p style="text-align: center;">PHYSICAL GEOGRAPHY LOCATIONAL KNOWLEDGE GEOGRPAHICAL SKILLS</p>	<p style="text-align: center;">Term 1 All about me</p> <p style="text-align: center;">LOCATIONAL KNOWLEDGE</p> <p style="text-align: center;">Term 3 WW2</p> <p style="text-align: center;">LOCATIONAL KNOWLEDGE</p> <p style="text-align: center;">Term 5/6 (Project)</p> <p style="text-align: center;">HUMAN GEOGRAPHY PLACE KNOWLEDGE</p>



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Locational Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throughout the EYFS Curriculum	Term 1 Where I Live	Term 5&6 Big City	Term 2 Rainforest	Term 1 Frozen Kingdom	Term 2 Fawkham Child	Term 1 All about me
	Term 6 Pirates			Term 6 Extreme Earth	Term 3 Raging Rivers	Term 3 WW2
<ul style="list-style-type: none"> - To make observations about their local environment. - To talk about similarities and differences between their local environment and other environments. 	<ul style="list-style-type: none"> - To name and locate their local area. - To identify what they like and don't like about a place. - To name which countries make up the United Kingdom and name some cities. - To ask questions about a place, weather and seasons. - To observe and record information. - To name the 7 continents and 5 oceans of the world. 	<ul style="list-style-type: none"> - To name countries and capital cities of the United Kingdom. - To research about a city in the United Kingdom. - To use an atlas, map or globe to locate countries, continents and oceans. - To describe where they live in comparison to a city. 	<ul style="list-style-type: none"> - To use geographical vocabulary to describe a place and events. - To identify key features of a place using a map. - To name and locate some European Countries. - To name and locate some capital cities of European countries 	<ul style="list-style-type: none"> - To identify significance of longitude, latitude, the equator, the North and South Hemisphere and Tropics of Capricorn and Cancer. - To name some countries in the Northern/Southern Hemisphere. - To raise questions and make suggestions about how lives might be different in each hemisphere. - To name and locate famous volcanoes. 	<ul style="list-style-type: none"> - To identify ways a location might have changed over time. - Linking with History, compare land use maps of UK from past with the present, focusing on land use. - Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. 	<ul style="list-style-type: none"> - Locate countries in continents outside of Europe and identify key characteristics and features about the area. - To identify the position and significance of the Greenwich Meridian and different time zones. - Linking with local History, map how land use has changed in local area over time. - To compare and contrast 3 different regions.
Greater Depth						
<ul style="list-style-type: none"> - <i>To discuss ways to maintain their local area.</i> 	<ul style="list-style-type: none"> - <i>To name some towns and cities in the North and South of the UK.</i> 	<ul style="list-style-type: none"> - <i>To begin to locate some rivers on a map.</i> 	<ul style="list-style-type: none"> - <i>To explain the significance of the position of the equator.</i> 	<ul style="list-style-type: none"> - <i>To make plausible predictions about why life will be different in the North/South hemisphere.</i> 	<ul style="list-style-type: none"> - <i>To justify and explain how changes have occurred within a location.</i> 	<ul style="list-style-type: none"> - <i>To make plausible predictions about how land use has changed</i> - <i>To justify and apply locational knowledge</i> - <i>Independently research another country</i>



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Place Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throughout the EYFS Curriculum	Term 1 Where I Live	Term 5&6 Big City	Term 1 Make a Splash Term 2 Rainforest	Term 1 Frozen Kingdom Term 6 Extreme Earth		Term 6 (Geography Project)
<ul style="list-style-type: none"> - To talk about feature of the environment they live in and how it might be different to another. 	<ul style="list-style-type: none"> - To talk about their local area. - To compare my local area with a contrasting non-European country. - To use basic geographical vocabulary when talking about a place. - To observe human and physical geography in my local area. 	<ul style="list-style-type: none"> - To compare a city in England to a city in another country. - To understand geographical similarities and differences through researching human and physical features of a small area in the UK and another small region. 	<ul style="list-style-type: none"> - To identify and understand geographical similarities and differences through human and physical geography of the UK and a European country. 	To embed knowledge from Year 3		<ul style="list-style-type: none"> - To compare and contrast 3 regions. One UK region, a European region and a North/South American region. Identifying significant similarities and differences.
Greater Depth						
<ul style="list-style-type: none"> - <i>To recognise how humans' impact on the environment</i> 	<ul style="list-style-type: none"> - <i>To begin to explain the features of an area and what this might look like.</i> 	<ul style="list-style-type: none"> - <i>To begin to explain how human and physical geography characteristics have an impact on the environment.</i> 	<ul style="list-style-type: none"> - <i>To make predictions about why there are differences between regions and the impact this has.</i> 	<ul style="list-style-type: none"> - <i>To make justified and plausible predictions about why there are differences between regions and the impact this has.</i> 		<ul style="list-style-type: none"> - <i>To explain why there are significant similarities and differences and the impact this has on the lives of people who live in these regions.</i>

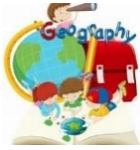


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Human and Physical Geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throughout the EYFS Curriculum	Term 1 Where I Live Term 3 Frozen Kingdom	Term 3&4 Looking after Our World Term 6 Paws, Claws and Whiskers	Term 1 Make a Splash Term 2 Rainforest	Term 3 Food Glorious Food/ Scrumdiddlyumptious! Term 6 Extreme Earth	Term 3 Raging Rivers	Term 6 (Geography Project)
<ul style="list-style-type: none"> - To make observations of the environment and discuss why some things happen and the changes that occur. 	<ul style="list-style-type: none"> - To Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. - To identify the features of hot and cold places. - To use basic geographical vocabulary when talking about the school environment and their local environment. - To observe physical features using aerial photographs of a region. 	<ul style="list-style-type: none"> - To use geographical vocabulary to talk about different physical features (beach, cliff, mountain, sea etc.) - Identify weather patterns in the UK. - To make predictions about the hottest places in the world in relation to the equator. - To explain how humans have an impact on the environment and how to improve the environment. 	<ul style="list-style-type: none"> - To explain the term 'biome' - To identify features of the climate zones, biomes and vegetation belts. - To identify physical features of rivers and how some of these may have changed over time. - To explain the Water cycle, biomes and vegetation belts. - To describe the key physical features of a Rainforest and the impact this has on the environment. - To study a map to make assumptions about physical features and land use. 	<ul style="list-style-type: none"> - To describe and understand the features and impact of earthquakes and volcanoes. - To describe economic activity, including trade links, about the places they study. - To study the food, minerals and water aspects of a location. - To describe main physical differences between locations. 	<ul style="list-style-type: none"> - To explain why many cities are located by rivers. - To explain how the water cycle works. - To explain why people are attracted to rivers. - To explain what an area near a river might be like in the future. 	<ul style="list-style-type: none"> - To research how land use is different across contrasting locations. - To map land use of an area. - To explain how the economy is different across contrasting locations. - To give extended descriptions of the physical features of contrasting areas. - To explain how areas are similar and different in terms of their human and physical features.
Greater Depth						
<ul style="list-style-type: none"> - <i>To recognise how humans' impact on the environment</i> 	<ul style="list-style-type: none"> - <i>To name features associated with a particular region (e.g. type of houses)</i> 	<ul style="list-style-type: none"> - <i>To explain how and why the weather is different around the world.</i> 	<ul style="list-style-type: none"> - <i>To explain how and why physical features have changed over time.</i> 	<ul style="list-style-type: none"> - <i>To explain the impact of trade and what would happen without trade.</i> 	<ul style="list-style-type: none"> - <i>To explain how rivers have an impact on the economy of an area.</i> 	<ul style="list-style-type: none"> - <i>To explain how tourism has an impact on physical and human features of contrasting places.</i>



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Geographical Skills and Fieldwork

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throughout the EYFS Curriculum	Term 1 Where I Live	Term 5&6 Big City	Term 2 Rainforest Term 6	Term 3 Food Glorious Food/ Scrumdiddlyumptious!	Term 3 Raging Rivers	Term 6 (Geography Project)
<ul style="list-style-type: none"> - To talk about positions and distance. - To describe position using appropriate language (next to, behind etc.) 	<ul style="list-style-type: none"> - To use maps, atlases, globes and digital/computer mapping to locate areas they have studied. - To use fieldwork and observation skills to record physical and human features of their local area - To use maps, atlases and globes to identify the UK, and other countries. 	<ul style="list-style-type: none"> - To use simple compass directions (North, East, South and West) - To observe and describe aerial photos of a city. - To use locational and directional language to describe features and locations of an area. 	<ul style="list-style-type: none"> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - To use the eight points of a compass. - To use four and six-figure grid references, symbols and key to build knowledge of UK and the wider world. 	<ul style="list-style-type: none"> - To use maps, atlases and the internet to find out about land use and inform food production. 	<ul style="list-style-type: none"> - To observe, measure record and present, human and physical features around a river. - To collect information and data about an area they have learned about (rivers) 	<ul style="list-style-type: none"> - To interpret maps, atlases, globes and digital/computer mapping to inform their understanding of contrasting regions.
Greater Depth						
<ul style="list-style-type: none"> - <i>To explore simple maps and ask questions about position and distance</i> 	<ul style="list-style-type: none"> - <i>To describe the position of their own local area compared to another region in the UK</i> 	<ul style="list-style-type: none"> - <i>To lead a small group in a continuous direction using a compass</i> 	<ul style="list-style-type: none"> - <i>To apply learning by creating a map with 8-point compass which can be used by others.</i> 	<ul style="list-style-type: none"> - <i>To compare and contrast two areas for food production</i> 	<ul style="list-style-type: none"> - <i>To collect information about different rivers then compare and contrast to a river they have learned about</i> 	<ul style="list-style-type: none"> - <i>To compare how different sources give you different information</i>



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Geographical Enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throughout the EYFS Curriculum	Term 1 Where I Live Term 3 Frozen Kingdom Term 6 Pirates	Term 3&4 Looking after our World Term 5&6 Big City Term 6 (3 weeks)	Term 1 Make a Splash Term 2 Rainforest Term 6	Term 1 Frozen Kingdom Term 3 Food Glorious Food/ Scrumdiddlyumptious! Term 6 Extreme Earth	Term 2 Fawkham Child Term 3 Raging Rivers	Term 1 All about me Term 3 WW2 Term 5/6 (Project)
<ul style="list-style-type: none"> - To comment on and ask questions about their familiar environment. - To show care and concern about living things. 	<ul style="list-style-type: none"> - To identify what they like and don't like about a place. - To use resources to answer questions (books, atlases, internet etc.) - To ask relevant questions about a place. - To make appropriate predictions about their geographical learning. 	In addition to Year 1 skills: <ul style="list-style-type: none"> - To use sources to find out about a place (books, internet, photographs, maps etc.) - To ask specific, directed questions about a place to gather information. - To answer appropriately to topic questions (weather, climate etc.) 	<ul style="list-style-type: none"> - To use geographical vocabulary to describe a place and events. - To present their research in different ways (sketch maps, plans and graphs, and digital technologies.) 	<ul style="list-style-type: none"> - To carry out research to find out about a location. - To find a location using different sources (map, atlas, globe) - To research, measure and collect information (rainfall, temperature etc.) - To present their research in different ways (sketch maps, plans and graphs, and digital technologies.) 	<ul style="list-style-type: none"> - To find plausible answers for their own geographical questions through research. - To research and collect information to present (sketch maps, plans and graphs, and digital technologies.) 	<ul style="list-style-type: none"> - To use and explain scales on a map. - To use maps to answer questions. - To choose the best way to collect information. - To use maps, aerial photographs, plans and the internet to describe what a place might be like. - To present their research through their own selected representation. (report, leaflet, drama, art, multimedia etc.)
Greater Depth						
<ul style="list-style-type: none"> - <i>To discuss how to maintain their environment.</i> 	<ul style="list-style-type: none"> - <i>To give reasons for their predictions about geographical learning.</i> 	<ul style="list-style-type: none"> - <i>To make geographical inferences using different sources (weather charts etc.)</i> - <i>To make plausible predictions using geographical language.</i> 	<ul style="list-style-type: none"> - <i>To define geographical questions to guide research.</i> 	<ul style="list-style-type: none"> - <i>To compare measurements between two places.</i> 	<ul style="list-style-type: none"> - <i>To justify presentation choice and collect sources independently</i> 	<ul style="list-style-type: none"> - <i>To define geographical questions to guide their research</i> - <i>To choose the best source available to answer questions.</i>