

Richmond Methodist Primary and Nursery School Curriculum - Vertical progression – Understanding the World – The world - Geography overview						
ELG – Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class Understand some important processes and changes in the natural world around them, including the seasons						
Focus	Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork		
Nursery	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Talk about some of the things they have observed in different places • Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world • Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park 	<ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences 		
Reception	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Talk about features. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' • Recognise some similarities & differences between life in this country & life in other countries 	<ul style="list-style-type: none"> • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> • Examine change over time. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".. • Describe some actions which people in their own community do that help to maintain the area they live in. • Draw information from a simple map • Interpret range of sources of geographical information, including maps, globes, photographs 		
Year 1/2	Autumn A Why is Richmond Special?	Spring A What's it made of and why?	Summer A How do people tell their stories?	Autumn B How do I care for my body and mind?	Spring B What makes a good home?	Summer B Why is our environment precious?



Geography Knowledge Progression
Coverage 2019/20 & 2020/21

Locational Knowledge	Know that names of the four countries that make up the UK and its surrounding seas.		Know the names of and locate the four capital cities of England, Scotland, Wales and Northern Island. I can talk about the characteristics of the four countries and capital cities.			Name and locate the world's seven continents and five oceans.
Place Knowledge					Know the main differences between city, town and village; coastal and rural area. Explain some of the advantages and disadvantages of living in a city or a village.	Compare similarities and differences of a local city/town in the UK with a contrasting area in a different non-European country



Geography Knowledge Progression
Coverage 2019/20 & 2020/21

Human and physical geography			<p>Know which is the hottest and coldest season in the UK.</p> <p>Know and recognise main weather symbols.</p> <p>Identify seasonal and daily weather patterns in the UK.</p>		<p>Identify key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Identify key human features: City, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Compare and contrast the human and physical features of two British localities, including how the land use differs in each locality.</p>	<p>Know where the equator, North Pole and South Pole are on a globe.</p> <p>Identify seasonal and daily weather patterns in hot and cold areas of the world.</p> <p>Know physical and human features of hot and cold places of the world.</p>
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Geography Knowledge Progression
Coverage 2019/20 & 2020/21

Geographical skills and fieldwork	<p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a map.</p> <p>Draw simple map; and use and construct a basic key.</p> <p>Use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		Use world maps, atlases and globes to identify the United Kingdom and its countries.		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
Year 3/4	<p>Autumn A Why is Richmond special?</p>	<p>Spring A What is beneath us and why does it matter? Sci – rocks and magnets</p>	<p>Summer A How do we get our message across?</p>	<p>Autumn B How do I care for my body and mind? Sci – skeleton and muscles Digestive</p>	<p>Spring B Why is history worth knowing?</p>	<p>Summer B How can I have my say?</p>



Geography Knowledge Progression
Coverage 2019/20 & 2020/21

Locational knowledge	<p>Know the names of and locate at least 8 counties and at least 6 cities in the UK.</p> <p>Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changes over time.</p> <p>To locate Richmond on a range of world, European, UK and regional maps</p> <p>To understand the geographical features of Richmond and North Yorkshire</p>	<p>Know the names of 4 countries from the southern and four from the northern hemisphere.</p> <p>Know the names of a number of the world's highest mountains.</p> <p>Use the maps and globes to locate the equator, the Northern and Southern hemisphere, Tropics of Cancer and Capricorn and the Arctic and Antarctic circles.</p> <p>Know what is meant by the term Tropics.</p>		<p>Know the names of and locate at least 8 European countries.</p>	<p>Know the name of and locate a number of the world's longest rivers.</p> <p>Know, name and locate the main rivers in the UK.</p>	
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Geography Knowledge Progression
Coverage 2019/20 & 2020/21

Place knowledge	I can describe how the locality of Richmond has changed over time.			Describe geographical similarities and differences between the UK and a European country.		
Human and physical geography	I can describe the key aspects of physical geography including rivers and mountains, and human geography including types of settlement and land use of a region of the United Kingdom (Richmond/North Yorkshire)	Understand and describe key aspects earthquakes, volcanoes, and mountains.			<p>Know and label the main features of a river.</p> <p>Explain the features of a water cycle.</p> <p>Know why most cities are located by a river.</p>	



Geography Knowledge Progression
Coverage 2019/20 & 2020/21

Geographical skill and fieldwork	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use fieldwork to observe, measure, record and present the human and physical features in the local area	Know and name the eight points of a compass. To use 4 figure grid references To identify and use symbols and a key on a map To make maps, sketches and plans
Year 5/6	Autumn A Why is Richmond special?	Spring A Where does it come from and where does it go?	Summer A How do words make us feel?	Autumn B How do I care for my body and mind?	Spring B What legacy will I leave behind?	Summer B What makes a colourful world?
Locational knowledge	Know the location of major rivers, mountains and cities of the UK		Know the names of and locate some of the world's deserts. Know about latitude, longitude, the Prime/Greenwich Meridian, time zones (including day and night) and work out differences.	Know the names of and locate some of the countries and cities of the world.		Know the names of, and locate, a number of South or North American countries.



Geography Knowledge Progression
Coverage 2019/20 & 2020/21

Place knowledge				Explain how locations around the world are changing and explain some of the reasons for change.		Know key differences between living in the UK and in a country in either North or South America.
Human and physical geography			<p>Know what is meant by climate zones, biomes and vegetation belts.</p> <p>Know the features of a specific biome.</p>	<p>Know main human differences between developed and third world countries including types of settlement and land use; economic activity including trade links and distribution of natural resources including energy food, minerals and water</p> <p>Identify and describe how physical features affect human activity within a location</p>	<p>Label layers of a rainforest and know what deforestation is.</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world and how to analyse these statistics.</p>	<p>Identify human and physical characteristic features of countries in North or South America (including topographical features and land-use patterns) and understand how some of these aspects have changed over time.</p> <p>Explain how countries and geographical regions are interconnected and interdependent.</p>



Geography Knowledge Progression
Coverage 2019/20 & 2020/21

Geographical skill and fieldwork	<p>To use 6 figure grid references</p> <p>To identify and use symbols and key on an Ordnance Survey map</p> <p>Use different types of fieldwork to observe, measure and record the human and physical features of the local area.</p>		<p>I can create maps of locations identifying climate zones.</p>	<p>Analyse and give views on effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)</p>	<p>Record and present results in a range of ways.</p>	<p>Use a range of geographical resources to give descriptions and opinions of the characteristic features of a location</p>
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