



The Federation of the Church Schools of Shalfleet and Yarmouth

Foundation Plans, Progression and Coverage

GEOGRAPHY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	<p>Understanding the World</p> <p>People and Communities: Children know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and discuss changes.</p>	<p>Locational Knowledge: Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight, and a small area of a contrasting non-European country.</p> <p>Human and Physical: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical skills and fieldwork: Look at and use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the surrounding environment.</p>	<p>Revise and secure KS1 objectives.</p> <p>Locational Knowledge: Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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), and land-use patterns; and understand how some of these aspects have changed over time. Identify Globally significant places, terrestrial and marine environments. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and in Year 4: A region of South America.</p> <p>Human and Physical: Physical geography, including climate zones, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle. Human geography, including: types of settlement and land use</p> <p>Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Begin to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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.</p>	<p>Revise and secure LKS2 objectives.</p> <p>Locational Knowledge: Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 5: A region of North America and in Year 6: A region of Eastern Europe. Exploring the impacts of tourism on a local area.</p> <p>Human and Physical: Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;</p> <p>Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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.</p>

Skills	<p>Understanding the World</p> <p>People and Communities: Children can use their senses. Drawing and discussion.</p> <p>The World: Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion.</p> <p>Fieldwork</p> <p>To begin to explore and answer simple questions. For example a litter survey and sketches of the local area.</p>	<p>Locational Knowledge: Begin to look at and use World and regional maps, atlases and globes. Google Earth.</p> <p>Place Knowledge: Use World and regional maps, atlases and globes. Google Earth. Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.</p> <p>Human and Physical: Use World and regional maps, atlases and globes. Google Earth. Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion.</p> <p>Geographical skills and fieldwork: Look at and use world maps, atlases and globes to identify the associated studied areas. Use a compass to identify direction. Begin to use locational and directional language to describe the features and routes on a map. Discuss basic human and physical features. Devise a simple map including a basic key.</p> <p>Fieldwork Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.</p>	<p>Locational Knowledge:</p> <p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>Place Knowledge:</p> <p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>Human and Physical:</p> <p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>Geographical Skills and Fieldwork:</p> <p>Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use symbols and simple keys (including the use of Ordnance Survey maps). Continue to develop their knowledge of the United Kingdom and the wider world. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p>Fieldwork</p> <p>Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements and agriculture.</p>	<p>Locational Knowledge:</p> <p>Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.</p> <p>Place Knowledge:</p> <p>Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking and answering questions.</p> <p>Human and Physical:</p> <p>Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.</p> <p>Geographical Skills and Fieldwork:</p> <p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p>Fieldwork</p> <p>Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes. Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.</p>
Vocabulary	<p>Understanding the World</p> <p>People and Communities: Similarities, differences, family, communities and traditions.</p> <p>The World: Similarities, differences, places, objects, materials, living things,</p>	<p>Locational Knowledge: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> <p>Place Knowledge: Country Name, Capital City, Population, Weather, Farming, Culture, Rivers, Land use.</p>	<p>Locational Knowledge: County, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p> <p>Place Knowledge: Amazon rainforest, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>Locational Knowledge: Atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key, the Tropics of Cancer and Capricorn.</p> <p>Place Knowledge: Latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>

	<p>environment, observe and changes.</p>	<p>Human and Physical: Equator, North and South Poles, Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork: Compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, changes, tally chart, pictogram, simple bar charts, world map, country, continent, human, physical.</p>	<p>Human and Physical: Mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p> <p>Geographical skills and fieldwork: Sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. Agriculture, nuclear, linear, settlement, hydrology, flow, meander, ox-bow lake, riverbed and flow gauge.</p>	<p>Human and Physical: Environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p> <p>Geographical skills and fieldwork: Atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph, Land Use, settlement, stag, erosion, cave, biome, vegetation, flora, fauna, metamorphic, igneous and sedimentary, fossil, trace fossil.</p>
<p>Resources – Including link to Reading</p>	<p>Understanding the World</p> <p>Non-fiction texts, website, tuff trays, local environment (School grounds, Copse, local beaches and areas of local interest).</p> <p>Visitors.</p> <p>Library (School, council and educational).</p> <p>Science resources.</p>	<p>Locational Knowledge: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational).</p> <p>Place Knowledge: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational).</p> <p>Human and Physical: World, Regional and Local maps, Google Earth, Aerial photographs, Internet. Library (School, council and educational).</p> <p>Geographical skills and fieldwork: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Compasses, Litter Quadrant, Rain gauge, Clipboards, a range of recording devices. Library (School, council and educational).</p>	<p>Locational Knowledge: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational).</p> <p>Place Knowledge: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational).</p> <p>Human and Physical: World, Regional and Local maps, Google Earth, Aerial photographs, Internet. Library (School, council and educational).</p> <p>Geographical skills and fieldwork: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Compasses, Sun dial, Rain gauge, Clipboards, a range of recording devices to measure a range of variables. Library (School, council and educational).</p>	<p>Locational Knowledge: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational).</p> <p>Place Knowledge: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Library (School, council and educational).</p> <p>Human and Physical: World, Regional and Local maps, Google Earth, Aerial photographs, Internet. Library (School, council and educational).</p> <p>Geographical skills and fieldwork: World, Regional and Local maps, Google Earth, Internet, Atlases, range of Literature, visits and visitors. Compasses, clipboards, a range of recording devices to measure a range of variables. Meteorological recording device. Library (School, council and educational).</p>