



2021-2022



WORKING GEOGRAPHICALLY – PROGRESSION OF KNOWLEDGE TILSTOCK C OF E PRIMARY SCHOOL

[COMPANY NAME] | [Company address]

Name	Working as a Year 1	Teacher:		
	Autumn	Spring	Summer	
<p>Contextual world knowledge</p> <ul style="list-style-type: none"> Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 				
<p>Understanding</p> <ul style="list-style-type: none"> Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. Identify seasonal and daily weather patterns in the United Kingdom. Identify 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: <ul style="list-style-type: none"> <i>key physical features, including: forest, hill, mountain, soil, valley, vegetation,.</i> <i>key human features, including: city, town, village, factory, farm, house, office.</i> 				
<p>Geographical enquiry</p> <ul style="list-style-type: none"> Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 				

Name :	Year 2 Geography		Teacher:
	Autumn	Spring	Summer
<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides 			
<p>Understanding</p> <ul style="list-style-type: none"> Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. 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>Geographical enquiry</p> <ul style="list-style-type: none"> Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. 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 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. 			

Name:

Working as a year 3

Teacher:




	Autumn	Spring	Summer
<p>Contextual Knowledge</p> <ul style="list-style-type: none"> Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks. 			
<p>Understanding</p> <ul style="list-style-type: none"> Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. I can compare places, and understand some reasons for similarities and differences. Describe and understand key aspects of: <i>Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science:rock types.</i> <i>Human geography including trade links</i> 			
<p>Geographical enquiry</p> <ul style="list-style-type: none"> Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe 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. 			


Name	Working as a Year 4	Teacher:
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	Autumn	Spring	Summer
Contextual Knowledge <ul style="list-style-type: none"> On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main counties and cities in/around Shropshire. 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, and a region within North or South America. 			
Understanding <ul style="list-style-type: none"> Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences. Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Types of settlements in modern Britain: villages, towns, cities 			
Geographical Enquiry <ul style="list-style-type: none"> Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn the eight points of a compass, four-figure grid references. 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. 			

Name	Working as a Year 5	Teacher:
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	Autumn	Spring	Summer
<p>World Knowledge</p> <ul style="list-style-type: none"> Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). 			
<p>Understanding</p> <ul style="list-style-type: none"> Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments. Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and the rest of the world Fair/unfair distribution of resources (Fairtrade). Types of settlements linked to History. 			
<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use the eight points of a compass, four-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. 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. 			

Name	Working as a Year 6	Teacher:
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	Autumn	Spring	Summer
<p>Contextual Knowledge</p> <ul style="list-style-type: none"> On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences 			
<p>Understanding</p> <ul style="list-style-type: none"> Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments. Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on energy (link with History and D&T) 			
<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view. Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. 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. 			