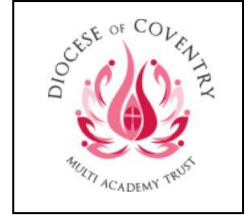




# Leamington Hastings C of E Academy

## Geography and Understanding the World (geographical elements) curriculum progression grid



At Leamington Hastings C of E Academy we aim to provide a high quality geography education that inspires children’s curiosity and fascination about the world. Children develop knowledge about places around the world, including the four countries of the United Kingdom, and a range of environments. Children are taught to identify human and physical characteristics, along with developing their fieldwork skills including the use of maps, diagrams and photographs through first hand observation. Children develop their understanding and use of topic related vocabulary as part of their learning.

### Aims

Throughout the geography curriculum children will:

- Develop their fieldwork skills through first hand experience in a range of different contexts
- Develop a secure knowledge of the local area
- Develop a secure knowledge of the four countries that make up the United Kingdom
- Develop contextual knowledge of areas studied
- Find similarities and differences between studied places
- Understand and use a wide range of geographical vocabulary

Areas of Geography	Nursery Rising 3s	Nursery Pre-School	Reception	Year 1	Year 2
<b>Locational Knowledge</b> KS1 cycle B – Where in the world?	Children participate in conversations about places they have visited or holidays they have been on, with support of an adult.		Children participate in conversations about places they have visited or holiday they have been on, beginning to understand that some places can be visited by crossing land, and some need to be visited by crossing the sea.  Know that some destinations are in a	Know that land is the part of the Earth’s surface that is not covered by water.	
				Know that seas are an expanse of salt water surrounding land masses and they cover the majority of the Earth’s surface.	
				Name the world’s seven continents and five oceans.	
				Know that Europe is north of Africa Know that Europe is East of North America Know that South America is west of Africa	
			To know that oceans are large salty bodies of water between and around continents.		

		country that is beyond England.	
		Know that the school is in the village of Hill, the town of Rugby and the country of England.	<p>Know that the Atlantic ocean is between Europe / Africa and North / South America</p> <p>Know that Pacific Ocean is between North / South America and Asia and Australasia</p> <p>Know that the Arctic Ocean is located north of North America, Europe and Asia</p> <p>Know that the Indian ocean is between Australasia and Africa</p> <p>Know that the Southern Ocean circles Antarctica</p>
			<p>Name the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Locate the four countries and capital cities of the United Kingdom and its surrounding seas using globes, using an atlas and maps.</p> <p>Know that all capital cities are built next to water.</p> <p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Northern Ireland (including describing the human/physical features)</u></p> <p>Know that Northern Ireland is the smallest country in the UK</p> <p>Lough Neagh is the largest lake in the UK</p> <p>Know that the Giants Causeway are hexagonal rocks caused by historic volcanoes</p> <p>Know that there weren't any roads / railways between E/S/Wales to Northern Ireland</p> <p>Know that you would need to travel via an aeroplane or boat to reach the rest of the UK</p> <p>Know that the landscape is hilly.</p> <p>Know that less people live in Northern Ireland than Wales and England</p> <p>Average Temp: Summer 15 Winter 5</p> <p>Belfast is famous for:</p>

			<p>Deep ports enabled large boats to be made (Titanic)          Belfast Castle          300,000 people live there</p> <hr/> <p><u>Scotland (including describing the human/physical features)</u>          Know that Scotland is famous for lochs          Know that Scotland has the UK highest mountain – Ben Nevis          Know that Scotland is colder than most other parts of the UK and so snow is common in the north of Scotland. Know that you can go skiing in Scotland in the Winter          Know that Scotland has a border with England          Know that Scotland has lots of small Islands          Know the you can travel to Scotland by car, boat, rail and plane from England          Know that the many mountains and Lochs make it difficult to live in Scotland – therefore - has the smallest population in the UK          Know that the mountainous areas of Scotland has over 4 meters of rainfall in a year          Average Temp: Summer 15 Winter 3          Edinburgh is famous for          Edinburgh castle (built on top of an extinct volcano)          Holyrood Castle – Queens residence          ‘Arthur’s Seat ‘ a large natural peak in the capital (Extinct volcano)          ½ a million people live there</p> <hr/> <p><u>England (including describing the human/physical features)</u>          Know that England is the largest populated country of the UK          Know that England has the most motorways, airports and railway lines in the UK</p>
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			<p>Know that England has lots of heavily populated towns and cities</p> <p>Know that the south of England is popular for seaside holidays and sandy beaches</p> <p>Know that England is known for farming land and growing crops</p> <p>Know that the capital city is London, whose largest river is the River Thames</p> <p>Average Temp: Summer 23 Winter 7</p> <p>London is famous for:</p> <p>Queen of England lives in Buckingham Palace</p> <p>Houses of Parliament</p> <p>Big Ben</p> <p>River Thames</p> <p>Underground</p> <p>Wembley</p> <p>9 million people live there</p> <hr/> <p><u>Wales (including describing the human/physical features)</u></p> <p>Know that Wales is known for castles (over 600)</p> <p>Know that South Wales is well known as a UK holiday destination</p> <p>Know that the Severn Bridge is the longest bridge in the UK</p> <p>Know that Snowdon is the highest mountain in Wales</p> <p>Know that the River Severn starts in Wales and is the longest river in the UK</p> <p>Know that Wales has one motorway connecting it to England</p> <p>Average Temp: Summer 22 Winter 7</p> <p>Cardiff is famous for:</p> <p>Cardiff Castle</p> <p>Millennium Stadium</p> <p>River Severn</p> <p>300,000 people live there</p>
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			<p>Know the English Channel is between the south of England and France</p> <p>Know that the Irish Sea is between Ireland and the West coast line of England, Wales and Scotland</p> <p>Know that the Celtic Sea is below the Irish Sea – Below Wales and around the tip of Southern England</p> <p>Know that the North Sea is between the right coast line of England and Scotland towards Europe</p>
<p><b>Human and physical – Included in Local Study, Cycle B Summer 1, Rugby, Summer 2</b></p>	<p>Explore natural and man made objects in small group activities, exploring that some things grow naturally and some were made by man.</p>	<p>Children develop the knowledge that some features were made by man (human) and some are natural (physical) through discussions with an adult and first hand experience of objects, and can recall some examples of each.</p>	<p>Know that humans have created/built features of the environment to benefit human life.</p>
			<p>Know that human features can include different types of settlement (hamlet, village, town, city)</p>
			<p>Know that human features can include transport systems and networks (roads, bridges, canals, railways, cycle paths, airports, port, harbour)</p>
		<p>Know that human features can include services (schools, hospitals, shops, religious buildings, leisure facilities, parks)</p>	
		<p>Know that human features can include industrial buildings – factories, depots, farms</p>	
		<p>Know that human features can include residential buildings – different types of home and shelters</p>	
		<p>Know that physical geographical features are natural features and that these have not been built or created by humans.</p>	
		<p>Know that physical geographical features can include: Coastal – beach, cliff, coast, bay, sandbanks, sand dunes, sea, ocean</p>	
	<p>Know that physical geographical features can include: Inland water – river, lake, stream, waterfall</p>		
	<p>Know that physical geographical features can include: Landscape – valley, hill, mountain, rocks, soil</p>		

				<p>Know that physical geographical features can include: Vegetation – wood, forest, marsh, meadow</p> <p>Explain how human and physical features and different from each other.</p>
<p><b>Place knowl edge Kn</b></p>	<p><b>Local study</b> – KS1 Cycle A – Our School</p>	<p>Go outside with an adult to explore the school grounds – classroom, outside area, wider grounds of the school - noticing features found and commenting on them (trees, plants, playground, sand pit, climbing frame, grass, sheds, school, gate, fence)</p>	<p>Children explore the local environment of Leamington Hastings and Hill by taking part in first hand experiences, identifying church, hills, fields, post box, road, path, village hall, houses, farms and cottages.</p>	<p>Study the immediate school environment including the villages of Hill and Leamington Hastings, and locate these on globes, using an atlas and maps.</p>
			<p>Know the name of the road, village and town the school is located in.</p>	<p>Name items (desks, chairs, IWB, sink etc) and their location inside the classroom</p>
				<p>Name classrooms and corridors of the school. Name the areas outside of the classrooms – playground, PE sheds, Alec Parker Building, school gates, quiet area, wildlife garden etc.</p>
				<p>Name and discuss the roads, types of houses, amenities, landscape around the perimeter of the school and the surrounding village of Hill and Leamington Hastings.</p>
				<p>Know the temperature and average rainfall of their school environment.</p>
				<p>In the study of the school and local area, know where objects are placed in the environment in relation to each other.</p>
				<p>In the study of the school and local area, know if objects are placed in a different area it affects the way people move around the space</p>
				<p>Identify physiological and human features within the local environment using first hand experience, maps, photos and drawings.</p>

<p><b>Village – Southam</b></p> <p>KS1 - Cycle B Summer 1, On Our doorstep</p>			<p>Make simple deductions about the way the local geography effects people’s lives.</p>
			<p>Study the area of Southam as a close UK village and locate this on globes, using an atlas and maps.</p>
			<p>Know that roads, streets and pathways allow movement</p>
			<p>Know there are major roads into Southam.</p>
			<p>Know that homes include: houses, flats, bungalows, detached, semi-detached and terraced.</p>
			<p>Know that buildings may offer services that people use: shops, post office, doctors’ surgeries, schools, office blocks, college, supermarkets etc</p>
			<p>Know that leisure facilities are in Southam – parks, sports fields/facilities/community centres/ restaurants and religious buildings.</p>
			<p>Know the more people there are, the more transport is needed and vice versa.</p>
			<p>Know that there are 6, 500 people living in Southam.</p>
			<p>Know the more people there are, the more services and facilities needed.</p>
			<p>Know the temperature for Southam is: 4 degrees in Winter, 17 degrees in Summer</p>
			<p>Know the rainfall for Southam: 5cm in Winter, 4cms in Summer</p>
			<p>Identify physiological and human features within the environment using maps, photos and drawings.</p>
			<p>Make simple deductions about the way the local geography effects people’s lives.</p>
		<p>Identify geographical similarities and differences between the area of Leamington Hastings school and Southam.</p>	
		<p>Study the city of London as a contrasting UK location - locate this on globes, using an atlas and maps.</p>	

<p><b>UK study - (KS1) – London - focus of the unit is on the centre</b></p> <p>KS1 - Cycle A, Autumn 2, Uncovering the UK. UK Countries.</p>	<p>Through stories with different themes, explore that different locations might experience different weathers / features.</p> <p><a href="https://www.booksfortopics.com/geography">https://www.booksfortopics.com/geography</a></p>	<p>Know that not all locations in England are the same as Hill and Leamington Hastings e.g. some have a beach, cities have lots of buildings, there might be rivers, the weather might be hot / cold / wet / dry. Use photographs, stories and discussion.</p>	<p>Know that London is composed of many suburbs, with this unit of work focussing on the centre of London.</p>
			<p>Know that roads, streets, pathways, trains and the underground allow movement</p>
			<p>Know there are major roads, train lines and airports in London.</p>
			<p>Know that homes include: houses, flats, bungalows, detached, semi-detached, terraced, apartments.</p>
			<p>Know that buildings may offer services that people use: shops, post office, doctors' surgeries, schools, office blocks, college, supermarkets, universities, libraries, embassies etc.</p>
			<p>Know that leisure facilities are in London – parks, sports fields/facilities/community centres/ restaurants / cinemas / theatres / galleries / museums and a range of religious buildings representing different religions.</p>
			<p>Know that there are some significant buildings in the centre of London such as Houses of Parliament, Downing Street and Buckingham Palace.</p>
			<p>Know the more people there are, the more transport is needed and vice versa.</p>
			<p>Know that there are around 9.5 million people living in London.</p>
			<p>Know the more people there are, the more services and facilities needed.</p>
			<p>Know the average temperature in London is: 18 degrees in the summer and 5 degrees in the winter.</p>
		<p>Know the average rainfall for London is: 5cm in Winter, 4 ½ cms in Summer</p>	

			Identify physiological and human features within the environment using maps, photos and drawings.
			Make simple deductions about the way the local geography affects people's lives.
			Identify geographical similarities and differences between the area of Leamington Hastings school and London.
<p><b>Non-European – Kenya</b></p> <p>Cycle B Summer 2, Let's Go on Safari</p> <p><b>(EYFS</b></p> <p>— Cycle A All aboard the Bobo Road. Cycle B – Under the sea. )</p>	Through stories with different themes, explore that different locations might experience different weathers / features / ways of life. <a href="https://www.booksfortopics.com/geography">https://www.booksfortopics.com/geography</a>	Explore a contrasting environment with class activities, photographs, videos and discussions Cycle A- Africa (Bobo Road) Cycle B -under the sea/desert island	Nairobi – name and locate this on globes, using an atlas and maps.
		Know some similarities and differences between life in this country and life in other countries studied. (Transport/Homes/Animals/Food)	Know cars travel to the village but not along tarmacked roads they travel along dry mud tracks.
			Know homes are made from locally sourced materials – clay, rocks, tree trunks and branches etc.
			Know the homes are very small and are usually detached.
			Know that the house do not have fresh water pipes to the homes or toilets that flush.
			Know that school is a long distance away, sometimes 3-5 miles away.
			Know that there are no local amenities in the village.
			Know that doctors visit the village (usually monthly) and the nearest hospital is a day a way.
			Know that most Kenyan Villagers do not own a car and cannot travel long distances.

				<p>Know Kenyan villagers have to walk to get all resources that they need.</p>
				<p>Know the average temperature in the Kenyan Village is : December : 25 degrees August 23 degrees.</p>
				<p>Know the rainfall in Kenya: Highest 20cms April, Lowest 1cm November.</p>
				<p>Understand that not all Africans live in isolated villages with no amenities. Towns and developed areas are studied to rectify this impression.</p>
				<p>Identify physiological and human features within the environment using maps, photos and drawings.</p>
				<p>Make simple deductions about the way the local geography effects people's lives.</p>
				<p>Identify similarities and differences between geographical features local to Leamington Hastings School and rural Kenya.</p>
				<p>Possible similarities and differences:  I know that a Kenyan village and ...has many similarities: Settlements include roads, houses and services whether rural or urban, these help people to access food and help.  I know a Kenyan village and ... have differences – Rural settlements (Kenya) have more open spaces around them, ... is crowded with houses, businesses etc  I know a Kenyan village has less major roads and has less cars, ... has many cars and major roads into and out of the town  I know a Kenyan village has less services and amenities (shops/schools/doctors'/leisure etc), ... has 100s of doctors, schools, shops, cinemas etc  I know a Kenyan village has low level detached housing but ... has terraced housing, residential flats and people are living much closer together</p>

				Weather is very different – hotter and drier vs colder and wetter.
<b>Seasons</b>  KS1 – Cycle A, Autumn 2 – Uncovering the UK, Cycle B, Autumn 2 – Where in the world, Summer 2 – Let's go on safari.	Explore and respond to the natural world through different seasons e.g. splashing in rain puddles, walking through tall grass, looking at blossom growing on trees and noticing trees and flowers.	Understand that weather changes over time.	Note and record weather patterns throughout different seasons through drawings. Make simple observations and comment on what is seen both verbally and in pictures.	Seasons – to be taught throughout the year when season change is visible Know that there are four seasons: Know that autumn includes the months September, October, November Know that winter includes the months December, January, February Know that spring includes the months March, April, May Know that summer includes the months – June, July, August
	Encourage children to talk about what they see, making simple verbal observations e.g. it's raining heavily today or the sun is shining brightly.	Begin to notice some similarities and differences in seasonal patterns with support of an adult e.g. it was raining yesterday but it's sunny today.	Notice some similarities and differences in seasonal weather patterns e.g. it rains all year round but not as much in the summer.	Know that seasons are groups of 3 months.
	Explore and respond to natural materials found in different seasons e.g. conkers, acorns, pine cones, daffodils, sunflowers and holly leaves.		Explore different seasons outside, observing first hand how plants and animals behave differently as seasons change e.g. lambs only seen in spring, birds migrating for winter, squirrels hibernating for winter, conkers only found in the autumn.	Know there are differences in weather – rain and temperature – across seasons. Observe and record weather patterns over a period of time.
	Explore and respond to natural materials found in different seasons e.g. conkers, acorns, pine cones, daffodils, sunflowers and holly leaves.			I know in autumn the temperature starts to cool down, most rain in the year I know in winter temperatures fall further; may be frost, ice, snow, hail, rain I know in spring the temperature starts to warm up again I know in summer there are warmer days and nights
				Know the temperature describes how hot or cold the air feels (air temperature) and that temperature is measured in degrees Celsius.
				Know a thermometer is used to measure temperature.

		<p>Know all the different types of 'rainfall' rain, hail, sleet, snow, drizzle, and that heavy rainfall produces higher quantities of water.</p>
<p><b>World Geography - The equator and North and South Poles</b></p> <p>KS1 - Cycle B, Autumn 2 – Where in the world?</p>		<p>Know rainfall can be measured in centimetres.</p>
		<p>Summarise weather information e.g. Today's weather is mainly ... This week's weather has been/included ... In Winter, the temperature is usually ....</p>
		<p>I know that the changes in the weather has an effect on human geography in the way we live and homes we build for shelter.</p>
		<p>Know that the seasons repeat.</p>
		<p>Know that the Equator is an invisible band that runs around the widest part of the Earth and locate this on a map.</p>
		<p>Know that the Equator separates the Northern and Southern Hemispheres.</p>
		<p>Know the names and locations of some hot countries including:  India, Sudan, Oman, Iran, Algeria, Iraq, Saudi Arabia, Libya, Egypt  Know the world's hottest country is Burkina Faso.  I know that these countries are all located to the North and South of the Equator (between the Tropics)</p>
		<p>Know that the world's hottest countries are located close to the equator.</p>
		<p>Know the North Pole is the top point of the Earth and the South Pole is the bottom point of the Earth.</p>
		<p>Know the North Pole is in the Arctic (just ice, no land) and the South Pole is in the Antarctic (Land underneath – continent).</p>
		<p>Know the Earth's major cold countries names and location: The United States of America (regional), Canada (regional), Russia, Greenland, Finland,</p>

					<p>Kazakhstan, Iceland, Norway, Sweden (all close to the north pole)</p> <p>Know Antarctica is the coldest continent / country on our planet earth (it is very isolated with very few countries near).</p> <p>Know the world's coldest countries are located at the North and south extremes of the earth, close to the Arctic or the Antarctic. There are more cold countries in the northern hemisphere.</p> <p>Locate the equator, North Pole, South Pole and hot and cold countries using globes, using an atlas and maps.</p>
<b>Geography skills and fieldwork</b>	<b>Directions and directional language</b>	Responds to every language to describe position e.g. can you put that in the box, put the apple on the plate or run under the bridge.	Uses additional simple positional language such as behind, on top of or in front of, including describing routes and locations.	Uses everyday language to talk about distance using near, far and close.	Know that a compass has 4 main points: North, South, East and West.
		Predicts, moves and rotates objects to fit the space or create the shape they would like e.g. when completing a jigsaw, building a road track	Uses spatial reasoning to turn and flip items to make them fit and create models e.g. fitting shapes into an outline or using shapes to create an image.	Can describe relative position such as behind, next to, in front of, on top of, under and over, inside and outside.	Know that a compass points to a direction.
					Know that directions (North, South, East and West) describe which direction a location / country is.
					Know that near and far describe distance.
					Know that that left and right describe direction.
			Use near, far, left and right when describing locations and giving directions.		
			Use near, far, left and right when following and giving directions to follow a route on a map.		

			Know how to move a map to face the direction of travel.
<b>Map work</b>		Maps of the immediate environment such as the classroom	Identify land and sea areas on a map.
		Locate school on a map	Know that on maps seas and oceans are usually represented by the colour blue.
		Opportunities to choose to draw simple maps of their immediate environment e.g. classroom and outside area	Know that on maps land is usually represented by the colour green.
			Locate the continents, oceans and seas and the four countries that make up the United Kingdom on maps.
			Know that drawings can represent different objects.
			Use prepositions to place objects accurately (tree is next to the house) on a simple map.
			Record features of the environment on a map (tree, road) – features to maintain real shape.
			Know that creating a geographical map can mean drawing differently. It is a bird's eye representation of a place. I know in a geographical map objects are drawn as if a bird was 'looking down 'on an object (tree may become a green dot)
			Transfer (real) 3d information into birds eye representation of items in their immediate environment e.g. drawings of items on their desks.
			Know that a key is a symbol that represents a real object.
		Know that a key has a list of definitions to explain the meaning of each symbol.	
		Know that we use keys to make sure the map is not too cluttered with information.	

				Use a key to identify features on a map.
				Know the keys for some frequently used items on a map e.g: road, church, school, forest, coast.
				Know that the same symbols are used consistently throughout a range of maps.
				Use a key to represent a range of human and physical features.
	<b>Aerial photographs</b>		Look at aerial views of the school setting, encouraging children to comment on what they notice e.g. fields, roads, school, trees and houses.	Know that a landmark is an object or feature of a landscape or town that is easily seen and recognized from a distance.
				Know that human landmarks have been constructed by people and physical landmarks have not been made by people.
			Know that human landmarks may be made of brick, stone, metal, wood. Physical landmarks are part of the landscape (e.g. mountain – Snowdonia; River – River Nene; Forest – Salcey Forest/ Rockingham Forest).	
			Interpret objects and landmarks on aerial photographs.	
			Link shapes and colours to objects in images and maps – green flat = field, dense dark green = forest flat grey with coloured spots = carpark.	