



Geography - Progression of Knowledge, Skills and Understanding

Provision at Allowell School starts from 2 years. Early Learning Goals taken from the Statutory Framework for the Early Years Foundation Stage (2021), linked to the seven areas of learning and development have been selected to provide end of phase outcomes for Reception children. These have been selected to fit alongside the Geography National Curriculum. The Development Matters Guidance (2021) has then been used to show progression, across the age-range, from birth to 3, 3&4-year olds and Reception children.

Area of Learning	Early Learning Goal (ELG)	Children at the expected level of development will:
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding.
	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Personal, Social and Emotional Development	Managing self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Literacy	Comprehension	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles within society.
	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

		<ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate - maps.
	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

	Birth to 3	3&4-year olds	Reception
Communication and Language	<ul style="list-style-type: none"> • Start to develop conversation, often jumping from topic to topic. • Listen to simple stories and understand what is happening, with the help of the pictures. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Understand 'why' questions, like "Why do you think the caterpillar got so fat?" • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Use talk to help work out problems and organise thinking and activities, and to explain how things happen and why they might happen. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep

			familiarity with new knowledge and vocabulary.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. 	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Think about the perspectives of others.
Literacy	<ul style="list-style-type: none"> • Enjoy sharing a book with an adult. • Pay attention and respond to the pictures or words. • Repeat words and phrases from familiar stories. • Ask questions about the book. Make comments and share their own ideas. 	<ul style="list-style-type: none"> • Engage in extended conversation about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Understanding the World	<ul style="list-style-type: none"> • Explore natural materials, indoors and outside. • Explore and respond to different phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Show interest in different occupations. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries.

		<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.
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The Geography National Curriculum embeds knowledge, skills and understanding within its aims and subject content. The aims taken from the National Curriculum (2013) have been used to show an end of Primary expectation for all pupils. The subject content, also taken from the National Curriculum (2013) has been used to show progression from Key Stage One (KS1) to Key Stage Two (KS2).

The National Curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	Key Stage One (KS1)	Key Stage Two (KS2)
Subject content	<ul style="list-style-type: none"> • Develop knowledge about the world, the United Kingdom and their locality. • Understand basic subject-specific vocabulary relating to human and physical geography. • Begin to use geographical skills, including first-hand observation, to enhance their locational awareness. 	<ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. • This should include the location and characteristics of a range of the world's most significant human and physical features. • Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Locational knowledge	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 the position and significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Human and physical geography	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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, shop. 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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.
Geographical skills and fieldwork	<ul style="list-style-type: none"> 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. 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical 	<ul style="list-style-type: none"> 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

	<p>features; devise a simple map; and use and construct basic symbols in a key.</p> <ul style="list-style-type: none">• 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.	<p>using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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