











Long Itchington CE Academy – Geography progression in Disciplinary knowledge

Disciplinary knowledge has been mapped in line with the PKC. Children will be taught the disciplinary knowledge across EYFS, KS1 and KS2 in the following areas:

<p><i>Locational Knowledge:</i> <i>The study of the World's seven continents and oceans; countries and capital cities of the UK and within Europe; understanding environmental and geographical regions, key topographical features and land-use patterns, and how these aspects have changed over time. Human and physical characteristics will be studied and the lines of latitude, longitude and time zones.</i></p> 	<p><i>Geographical Skills and Fieldwork:</i> <i>The study of the use of geographical information (maps, atlases, globes and GIS) to locate countries and describe features studied; using compass directions, four and six figure grid references, symbols and keys; using locational/directional language to describe the location of features and routes on a map; recognising landmarks and human and physical features; creating maps; using fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</i></p> 
<p><i>Human and Physical Geography:</i> <i>The study of seasonal and weather patterns in the UK and hot/cold areas of the World; using geographical vocabulary; describing and understanding key aspects of physical and human geography.</i></p> 	<p><i>Place Knowledge:</i> <i>The study of regions located in the UK and around the World, understanding similarities and differences through the study of human and physical geography of different regions.</i></p> 

	Reception	Key stage 1	Lower Key stage 2	Upper Key stage 2
Locational Knowledge 	<p>-Compare the natural world in different places around the world.</p>	<p>-Name and locate the world's seven continents and five oceans</p> <p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>-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</p> <p>- 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</p> <p>- Identify the position and significance of latitude, 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)</p>	<p>-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</p> <p>-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</p> <p>-Identify the position and significance of latitude, 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)</p>
Place Knowledge 	<p>-Compare the natural world in different places around the world. (Looking at geographical and climate differences in polar regions, China CNY) Name and talk about polar animals, asking questions and drawing them.</p> <p>-Talk about ways to look after my environment e.g. classroom, school.</p>	<p>-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>	<p>-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</p>	<p>-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</p>

<p>Human and Physical Geography</p> 	<p>-Compare the natural world in different places around the world. (Looking at geographical and climate differences in polar regions, China CNY) Name and talk about polar animals, asking questions and drawing them.</p> <p>-Know and understand the important processes and changes in the natural world around them building an understand of how human activity can have a negative impact on the environment and what they can do to look after the natural world.</p> <p>- Name and talk about polar animals, asking questions and drawing them.</p>	<p>-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</p> <p>-Use basic geographical vocabulary to refer to:</p> <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 and shop 	<p>- Describe and understand key aspects of; physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>-Describe and understand key aspects of 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>- Describe and understand key aspects of; physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>-Describe and understand key aspects of 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</p> 	<p>-Talk about similarities and differences between each season and explain changes around them.</p> <p>-Explore the natural world around them, making observations and drawing pictures and observing important changes and Seasons</p> <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Describe what they see, hear, and feel whilst outside. Look closely at ice/water fruit/vegetables asking questions, commenting and drawing my observations.</p>	<p>-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</p> <p>-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</p> <p>-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</p> <p>-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>	<p>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- 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</p> <p>- 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>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-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</p> <p>-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>

