

## Key Skills

UK and Locality  
Knowledge of the world  
Subject-specific vocabulary

# Crockerne Church of England Primary Instructional Programme

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Crockerne C of E Primary School

## Geography

### Nursery

[See Nursery Baseline Assessments and Observational Check points: Prime and Specific Areas of Learning Document](#)

### Reception – EARLY LEARNING GOALS

#### Understanding the World:

#### People Culture and communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

For detail see the KMAT planning documents and the Reception Year 1 Medium term planning.

As currently we have a mixed age range specific learning objective below need to be taught to both year groups at an age appropriate level.

	Reception Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Locational Knowledge</u>	To be able to name and locate countries and capital cities of the UK.	Understand the countries are grouped into continents.	Be able to recall the 7 continents and 5 oceans.	Be able to locate the equator, tropic	To understand scale factor.	To be able to read and calculate

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<p>See fieldwork progression document</p> <p>See progression in mapping document</p>	<p>To be able to locate the Northern and Southern Hemisphere.</p>	<p>Know the 5 oceans Know the seven continents.</p> <p>Name and locate other major cities in the UK and local counties.</p>	<p>Be able to locate the equator and poles on a map.</p> <p>Know that countries are separated by borders.</p> <p>To be able to interpret a key.</p> <p>To be able to recall their 'mental map' to recall the location of countries pupils have studied.</p>	<p>lines and poles on a map.</p> <p>To be able to recall their 'mental map' to recall the location of countries pupils have studied.</p>	<p>To know some frequently used map symbols.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p>To be able to recall their 'mental map' to recall the location of</p>	<p>distances from a scale.</p> <p>To understand scale factor.</p> <p>To know some frequently used map symbols. To be able to recall their 'mental map' to recall the location of countries pupils have studied.</p>

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					countries pupils have studied.	
<p><b>Place Knowledge</b></p> <p><b>Human Geography</b></p> <p><b>Understanding of both familiar and different places and people (e.g. population, settlement, migration, diversity).</b></p>	<p>To be able to describe the local area (including the school) and its features.</p> <p>To be able to identify key human features of an area, such as: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>To recall different types of settlements: town, city and village.</p>	<p>To be able to compare one small area of the UK with another area on a different continent (appropriate to the context).</p> <p><b>Kenya</b> (Pill/</p> <p>To understand and be able to describe how people in different areas might live their lives in different ways.</p> <p>To know the number of people who live in a place is called its population.</p> <p>To be able to identify key human features of an area, such as: city, town, village, factory, farm, house, office,</p>	<p>To be able to compare a larger region of the UK with another area on a different continent (appropriate to the context).</p> <p><b>Italy</b></p> <p>To understand not every country has the same amount of wealth, food, water and natural resources- and the effect of this.</p> <p>To understand and be able to describe how people in different areas might live their lives in different ways.</p>	<p>To be able to compare a larger region of the UK with another area on a different continent (appropriate to the context).</p> <p><b>Italy</b></p>	<p>To be able to compare a larger region of the UK with another area on a different continent (appropriate to the context).</p> <p><b>Mexico</b></p> <p>To understand the process of people moving from one country to another is called migration and recall possible reasons for doing this.</p>	<p>To be able to compare a larger region of the UK with another area on a different continent (appropriate to the context).</p> <p><b>Mexico</b></p> <p>To know natural resources include minerals, oil and gas.</p> <p>To recall common valuable minerals such as: iron, copper, aluminium and salt.</p> <p>To explain how countries can make money by</p>

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		port, harbour and shop.	To know the number of people who live in a place is called its population.			trading and recall some common trade links.  To know when countries sell goods to others, it is called exporting.  To know when countries buy goods from others, it is called importing.
<b>Enquiry Questions</b>	<ul style="list-style-type: none"> <li>• Where is this place?</li> <li>• What is it like and why?</li> <li>• How and why is it changing?</li> <li>• How does this place compare with other places?</li> <li>• How and why are places connected?</li> <li>• What could/should the world be like in the future?</li> <li>• What can we do to influence change?</li> </ul>					
<b>Understanding of formation of Earth's physical</b>	<p>To be able to describe different types of weather.</p> <p>To know the four seasons and their typical features in the UK.</p>	To identify common land and sea features such as mountains, hills seas, rivers, ponds, canals, islands,	To understand climate is the usual condition of the weather, rainfall,	To recall 6 main climates and landscapes; polar,		

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<p>features and common processes (e.g. weather, tectonic activity, water cycle)</p>		<p>beaches, cliffs, coasts, forests, oceans, rivers, soil, valleys, vegetation.</p> <p>To be able to describe different types of weather.</p> <p>To know the four seasons and their typical features in the UK.</p>	<p>humidity and wind in a place.</p> <p>To recall 6 main climates and landscapes; polar, temperate, arid, tropical, Mediterranean and tundra.</p> <p>To know the key features of each of the 6 main climates and landscapes:  <b>Polar</b> - extremely cold and dry, include the North and South poles.  <b>Temperate</b> - cold winters and mild summers, includes most of Europe and North America. Might have forests or grasslands.  <b>Arid</b> - hot and dry all year, includes deserts of Africa and Asia.</p>	<p>temperate, arid, tropical, Mediterranean and tundra.</p> <p>To know the key features of each of the 6 main climates and landscapes.</p> <p>To be able to explain how the climate has affected the landscape in each example.</p> <p>To know a biome is a group of animals and plants which have similar characteristics to each other because of the</p>		

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			<p><b>Tropical</b> - hot and wet, includes jungles of South America and Pacific Islands.</p> <p><b>Mediterranean</b> - mild winters and hot, dry summers in the areas surrounding the Mediterranean Sea.</p> <p><b>Tundra</b> - very cold all year round, include the tops of mountains in the very northern parts of North America and Asia.</p> <p>To understand the structure of the earth.</p> <p>To know that tectonic plates sit on top of a layer of molten lava and it is how these plates interact which causes volcanos and earthquakes.</p>	<p>climate they live in.</p> <p>To be able to explain some of the common characteristics from the biome in a particular climate area.</p> <p>To know a vegetation zone is an area which has a certain kind of soil, plants and weather patterns.</p> <p>To be able to locate some large vegetation zones on an atlas and describe some of their features.</p>		

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			<p>To explain how volcanos are formed and what causes them to erupt.</p> <p>To explain what some of the effects of a volcanic eruption would be and look at these in a specific context/example.</p>	<p><b>Rivers</b></p> <p>To be able to explain the water cycle: evaporation-condensation-precipitation-return to sea.</p>		
<p><b>Understanding of how the earth has been effected by humans and a resolve to alter their behavior (i.e. Climate Change and sustainability</b></p>	<p>To understand how everyday actions can help reduce waste and save energy, such as:</p> <ul style="list-style-type: none"> <li>○ Re-using or recycling materials</li> <li>○ Using public transport and/or walking</li> <li>○ Saving electricity by switching off lights etc..</li> <li>○ Reducing use of single use plastic, e.g. by carrying a refillable water bottle and shopping bag</li> <li>○ Reducing food waste</li> </ul> <p>To understand the role all humans have to play in taking climate action.</p> <p>To actively participate in the above in line with the school's policy.</p>	<p>To know that climate change is a change in global climate patterns.</p> <p>To understand how everyday actions can help reduce waste and save energy, such as:</p> <ul style="list-style-type: none"> <li>○ Re-using or recycling materials</li> <li>○ Using public transport and/or walking</li> <li>○ Saving electricity by switching off lights etc..</li> </ul>	<p>To know that climate change is a change in global climate patterns.</p> <p>To understand that the widely-accepted theory is that climate change has been caused by humans (and is too extreme to be part of the earth's natural warming and cooling cycle).</p>	<p>To know that deforestation is the action of systematically clearing a wide area of trees and that the consequences are a loss of animal habitats, a reduction in oxygen levels (which humans need to breathe).</p>	<p>To understand that food miles are the distance a product has travelled from where it is grown or produced to where it will be eaten.</p> <p>To understand the role all humans have to play in taking climate action.</p>	<p>To understand the difference between renewable and non-renewable energy sources.</p> <p>To be able to list some examples of both, such as solar power, hydroelectric power, wind power (renewable) and coal, oil, gas (non-renewable).</p>

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		<ul style="list-style-type: none"> <li>○ Reducing use of single use plastic, e.g. by carrying a refillable water bottle and shopping bag</li> <li>○ Reducing food waste</li> </ul> <p>To understand the role all humans have to play in taking climate action.</p>	<p>To know that some of the effects are: a rise in the level of carbon dioxide in the atmosphere, a rise in global temperatures, melting ice caps and a rise in sea levels.</p> <p>To understand the role all humans have to play in taking climate action.</p>	<p>To understand the role all humans have to play in taking climate action.</p>	<p>To know that some of the effects are: a rise in the level of carbon dioxide in the atmosphere, a rise in global temperatures, melting ice caps and a rise in sea levels.</p>	<p>To understand the role all humans have to play in taking climate action.</p>
<p><b>Geographical skills and fieldwork</b></p> <p style="text-align: center;">See fieldwork progression document</p> <p style="text-align: center;">See progression in mapping document</p>	<p>To be able to locate the UK and areas studied on a map, globe and atlas.</p> <p>To be able to use locational and directional language, e.g. near and far, left and right.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>To be use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map.</p> <p>To be able to use an index in an atlas.</p> <p>Use aerial photos and plan perspectives to recognise landmarks</p>	<p>To be able to recall and use the 8 compass points to describe direction and location.</p> <p>To create a simple map using symbols and/or a key.</p> <p>To be able to interpret 4 figure grid references.</p>	<p>To be able to recall and use the 8 compass points to describe direction and location.</p> <p>To create a simple map using symbols and/or a key.</p> <p>To be able to interpret 4</p>	<p>To be able to navigate a simple route using an OS map.</p> <p>To be able to use the 8 compass points to describe direction and location.</p> <p>To be able to interpret 6</p>	<p>To be able to navigate a simple route using an OS map.</p> <p>To be able to use the 8 compass points to describe direction and location.</p> <p>To be able to interpret 6 figure grid references.</p>

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		<p>and basic human and physical features.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p>	<p>To be able to use mapping technologies such as google maps or Digimaps.</p>	<p>figure grid references.</p> <p>To be able to use mapping technologies such as google maps or Digimaps.</p>	<p>figure grid references.</p> <p>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.</p>	<p>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.</p>