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**Geography Curriculum Intent Statement**

**At Woodside C of E Primary School there is equal ambition for all pupils to learn and achieve. Our curriculum is rooted with equal measures of knowledge and skills. It is focused on ‘knowing more and remembering more’ and has a base that surrounds our locality and community.**

**Geography Skills: EYFS and KS1 Knowledge Progression**

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|  | **EYFS** | **Year 1** | **Year 2** |
| ***Location Knowledge*** | * Name the school I go to. * Know my address. * Know where places are in school. | * Name the UK’s four countries. (IN) * Name the four capital cities of the UK. (IN) * Locate the four countries of the UK on a map of the UK. (IN) | * Name the 7 continents and locate Europe, South America and Africa. * Locate the UK on a world map. * Identify the coastline of the UK. * Locate Brazil on a map. |
| ***Place Knowledge*** | * Name the village I live in. * Know the name of the road our school is on. | * Name one similarity and difference between London and another capital city of the UK. | * Understand the similarities and differences between two coastal locations (Dover and Rio De Janeiro). * Understand the similarities and differences between two contrasting environments. |
| ***Human Geography*** | * Know the name of the school. * Know the names of some important buildings in our village. | * Understand what tourism is. * Identify a landmark in each of the four capital cities. | * Identify the human features of coasts. * Understand why people live near the coast. * Compare land use at coastal areas (Dover and Rio). * Understand why tourists visit the coast. |
| ***Physical Geography*** | * Name the four seasons. | * Name one characteristic of each season. * Locate a physical feature on a map. | * Describe and understand key physical aspects of coasts. * Investigate the physical features in two contrasting places. * Identify 3 physical features of Africa. |

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| ***Using Maps*** | * Discuss maps and identify a point on them. | * Locate places of interest in Baddesley. * Use simple sketch maps. * Use aerial photographs to identify landmarks. | * Use a globe to locate continents. * Use a world map to locate continents and oceans. * Use aerial photographs to identify physical and human features. |
| ***Geographical Enquiry/***  ***Language*** | * Attempt to follow a simple sketch map. * Show inquisitiveness about the environment around them. | * Use a sketch map as a source. * Ask simple geographical questions. * Investigate places on a local scale. * Record evidence with teacher support. * Begin to recognise geographical vocabulary. | * Collect evidence with teacher support. * Use globes and world maps as sources. * Answer simple geographical questions with support. * Understand key geographical vocabulary. (Physical, human) |