

Progression of Knowledge in: Geography

National Curriculum Aims:

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 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge:

- 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

Place knowledge

- 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

Human and physical geography

- 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:

- 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

Geographical skills and fieldwork

- 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 features; devise a simple map; and use and construct basic symbols in a key
- 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.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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, 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

- 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

describe and understand key aspects of:

- 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

- 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 using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year Groups	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Units</u>	<u>1.</u> What is my local area like? <u>2.</u> What is the rest of the UK like? <u>3.</u> What is life like in Sylhet, Bangladesh for a child?	<u>1.</u> How are human and physical features identified? <u>2.</u> How are coastal areas different? <u>3.</u> What can a map of the world tell us?	<u>1.</u> Is a rainforest a biome? <u>2.</u> How do volcanoes and earthquakes affect people? <u>3.</u> Why are capital cities often built by water?	<u>1.</u> How have geographers mapped out the world? <u>2.</u> How is land used differently within the Loire valley and the South Wales Valleys? <u>3.</u> Why do people settle in and around London?	<u>1.</u> What is trade and why is it necessary? <u>2.</u> Would you rather live in an urban or rural area? <u>3.</u> How are mountains formed?	<u>1.</u> Should we stop mining natural resources? <u>2.</u> How has The Thames shaped London? <u>3.</u> Cities on the sea - how successful are they?

National Curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom (England; London, Scotland; Edinburgh, Northern Ireland; Belfast, Wales; Cardiff) Understand that the United Kingdom is a part of Europe and its surrounding seas (English Channel, Atlantic Ocean, Irish Sea, North Sea)	Name and locate the world's seven continents (Asia, Africa, North America, South America, Australia, Antarctica, Europe) and five oceans (Arctic, Atlantic, Pacific, Indian Ocean, Southern Ocean)	Locate some of the world's countries and their capital cities, using maps to focus on Europe, (including Russia) North and South America, Russia; Moscow France; Paris Spain; Madrid Poland; Warsaw Ireland; Dublin Australia; Canberra New Zealand; Wellington Brazil; Brasilia Peru, Lima Panama; Panama City United States of America; Washington DC Canada; Ottawa China; Beijing Bangladesh; Dhaka Oman; Muscat South Africa; Pretoria Nigeria; Lagos Somalia; Mogadishu concentrating on key physical and human characteristics; Identify some rivers around the world Nile (Africa), Amazon (South America), Yangtze(Asia), Missouri (North America), Volga (Europe), Murray (Australasia) On a world map, locate areas of similar environmental regions, aquatic, grassland, desert, forest and tundra.	Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones. Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains,coasts and rivers and land use patterns; showing change over time	Compare 2 different regions in the UK; rural and urban. Easdale, Inner Hebrides of Scotland and Glasgow, Scotland Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, rivers and hills Use longitude and latitude to find locations on a map; Name and locate the key topographical features of the UK including coast, hills, mountains and rivers.	Name and locate the key topographical features of the UK including coast, hills, mountains and rivers. Understand how these features have changed over time.

Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Mile End), and of a small area in a contrasting non European country (Sylhet, Bangladesh)	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Chalkwell), and of a small area in a contrasting nonEuropean country (Laboni, Bangladesh) knowing the main differences.		Explore similarities and differences, comparing the human and physical geography of the South Wales Valleys and Orleans (loire valley)		Understand geographical similarities and differences through the study of human and physical geography of Belfast and New York. Understand some of the reasons for similarities and differences.
Human and physical geography	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: □ key physical features, including: forest, mountain, soil, valley sea, beach, hill, season, weather □ key human features, including: litter, city, town, house, office, shop, path, park, canal, bench, village, factory, city, village, farm	Identify seasonal and daily weather patterns in countries other than 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: □ key physical features, including: seasons, rain, weather, coast, cliff, rocks, sand, beach, ocean, mountain, sea, river, valley, vegetation, □ key human features, including: office, building, flats, house, bridge, boat, canal, harbour, port, farm	Describe and understand key aspects of: Physical geography including: vegetation belts climate zones polar, tropical and temperate biomes aquatic, grassland, forest, desert, and tundra volcanoes, earthquakes, the water cycle, rivers	Describe and understand key aspects of: Human geography: Types of settlements in modern Britain: villages, towns, cities	Human geography including trade between UK and Europe Fair and unfair distribution of resources (Fairtrade). Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, mountains human geography, including: economic activity including trade links	Identify the main climate zones and their key physical and human characteristics polar, temperate and tropical. Describe and understand key aspects of: physical geography, including rivers. Human geography, including: economic activity, the distribution of natural resources, including energy, food, minerals and water

Geography skills and fieldwork	Use world maps, atlases and globes to identify the United Kingdom (England, Scotland, Wales, Northern Ireland).	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: White cliffs of Dover, Giant's Causeway, Blackpool Tower, Angel of the North, London Eye, St Paul's Cathedral, Monument, Snowdon, Loch Ness, Edinburgh Castle, Clifton Suspension Bridge, Cheddar Gorge	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;	Use maps – of different scales, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	Use maps – of different scales, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	Use maps – of different scales, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
	Use simple directions (near, far, left, right)		Learn the eight points of a compass	Use some symbols, including the use of an Ordnance Survey map to build their knowledge of the United Kingdom and the wider world.	Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and wider world in the past and present.	Expand map skills to include nonUK countries.
	Learn simple compass directions (North, South, East and West)		Use a graph to measure the yearly rainfall in The Amazon compared to London	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.	Find areas of higher ground on a map (contour lines) find height of a peak	Based on a trip to Canary Wharf, create a map of the docklands now and the docklands in the 70s and compare them.
	use language to describe the location of features and routes on a map (Local area map) left, right, below, next to	devise a simple map; and use and construct basic symbols in a key;	Use 2-figure grid reference to locate earthquakes and volcanoes around the world.	Use 4 figure grid references.	To use 6 figure grid references.	Understand what most ordnance survey symbols stand for.
	Use aerial maps	Use simple compass directions (North, South, East and West)		Use graphs to record daylight hours in Svalbard vs UK.		
	devise a simple map; Use simple fieldwork and observational skills to study the geography of their school, its grounds and local area.			Draw a sketch map of South Wales Valleys including symbols and a key.		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Disciplinary knowledge taught through geographical concepts	place space physical and human processes environmental impact sustainable development cultural awareness cultural diversity	place space scale physical and human processes environmental impact cultural awareness cultural diversity	place space scale physical and human processes environmental impact sustainable development cultural awareness	place space scale physical and human processes environmental impact sustainable development cultural awareness cultural diversity	place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity	place space scale interdependence physical and human processes environmental impact sustainable development cultural awareness cultural diversity
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