

# Geography Progression



# Geographical Knowledge and Skills

## Locational Knowledge: Substantive Knowledge

### EYFS

- Know where the local shops are
- Know why there is a need for shops, schools, churches, etc.

### Year 1

- Know the names of the four countries that make up the UK
- Know the names of the three main seas that surround the UK
- Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland
- Know the name of the nearest town or city
- Know which is N, E, S and W on a compass
- Know their address, including postcode

### Year 2

- Know the names of and locate the seven continents of the world
- Know the names of and locate the five oceans of the world
- Know why so many important buildings are located in London

### Year 3

- Know the difference between Great Britain, The British Isles and the United Kingdom
- Know the names of and locate at least eight counties and at least six cities in England
- Know the names of four countries from the southern and four from the northern hemisphere
- Know, name and locate the main rivers in the UK
- Know and name the eight points of a compass

### Year 4

- Know the names of and locate at least eight European countries
- Know the names of and locate at least eight major capital cities across the world
- Know where the main mountain regions are in the UK
- Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map

### Year 5

- Know what is meant by the term 'tropics'
- Know the names of a number of European capitals
- Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal

### Year 6

- Know the names of, and locate, a number of South or North American countries
- Know about time zones and work out differences
- Know where countries in the British commonwealth are situated
- Know what is meant by latitude and longitude

# Geographical Knowledge and Skills

## Place Knowledge: Substantive Knowledge

| EYFS  | Year 1   | Year 2  |   |
|---|--|---|---|
| <ul style="list-style-type: none"><li>• Know 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</li></ul> | <ul style="list-style-type: none"><li>• Know and name the characteristics of the local area</li><li>• Know features of hot and cold places in the world</li><li>• Know where the equator, North Pole and South Pole are on a globe</li><li>• Know some of the characteristics associated with a coastal place in comparison to where they live</li></ul> | <ul style="list-style-type: none"><li>• Know the main differences between the climate and features of a place in England and that of a small place in a non-European country</li></ul>  |   |
| Year 3  | Year 4   | Year 5  | Year 6  |
| <ul style="list-style-type: none"><li>• Explain clearly the main differences between a village, town and city</li><li>• Know the main differences between a rural and an urban location within the UK</li></ul>                       | <ul style="list-style-type: none"><li>• Know at least five differences between living in the UK and a Mediterranean country</li><li>• Know that climate and physical features has an important part to play when considering where and how people live</li><li>• Know the physical conditions necessary for the creation of different biomes</li></ul>   | <ul style="list-style-type: none"><li>• Know and recognise many of Europe's key landmarks</li><li>• Know and recognise the physical conditions necessary for the creation of different biomes</li><li>• Contrast the main features found in two different biomes, e.g., tundra and desert</li></ul> | <ul style="list-style-type: none"><li>• Know key differences between living in the UK and in a country in either North or South America</li><li>• Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly</li><li>• Know how a continent's climate can vary and impact on people's lives</li></ul> |

# Geographical Knowledge and Skills

## Human and Physical Geography: Substantive Knowledge

| EYFS  | Year 1  | Year 2  |  |
|---|---|---|--|
| <ul style="list-style-type: none"><li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class</li></ul>  | <ul style="list-style-type: none"><li>• Know which is the hottest and coldest season in the UK</li><li>• Know and recognise main weather symbols</li><li>• Know the main differences between city, town and village</li><li>• Know the key physical and human features of a coastal place</li><li>• Know why do we have different coloured bins</li></ul> | <ul style="list-style-type: none"><li>• Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li><li>• Know some of the advantages and disadvantages of living in a city or village</li><li>• Know why is it important to recycle</li></ul>  |  |
| Year 3  | Year 4  | Year 5  | Year 6   |
| <ul style="list-style-type: none"><li>• Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc.</li><li>• Know and label the main features of a river</li><li>• Know the name of and locate a number of the world's longest rivers</li><li>• Know why most cities are situated close to a river</li><li>• Know and explain the features of a water cycle</li></ul> | <ul style="list-style-type: none"><li>• Know that people's jobs are determined by where they live</li><li>• Know what causes an earthquake and tsunami</li><li>• Label the different parts of a volcano</li><li>• Know the names of a number of the world's highest mountains</li><li>• Know why recycling is important</li></ul>                         | <ul style="list-style-type: none"><li>• Know about the key human and physical differences between living in the UK and a different European country</li><li>• Know what is meant by biomes and what are the features of a specific biome</li><li>• Label layers of a rainforest and know what deforestation is</li><li>• Know the term 'fair trade' and its implications on the lives of so many people</li><li>• Know about the positive and negative features of plastic</li><li>• Know why ports are important for world trade</li></ul> | <ul style="list-style-type: none"><li>• Know the names of and locate some of the world's deserts</li><li>• Know about climate change and its potential impact on our lives</li><li>• Know why industry is important to the world</li><li>• Know about the issues associated with Brexit</li><li>• Know how the lives of children vary across the world</li></ul> |

# Geographical Knowledge and Skills

## Disciplinary Knowledge in Geography

- The curriculum is designed to allow pupils to see that geography is a dynamic subject where thinking and viewpoints change.
- In developing pupils' disciplinary knowledge, teachers' plans allow pupils to:
  - take a holistic view of the content studied
  - establish whether the geographical questions posed, the methods used, and the answers found are valid
  - recognise the interconnectedness of different geographical content
  - appreciate what it means to be a geographer by asking geographical questions such as
    - 'why is this place like this?',
    - 'how is this place changing?' and
    - 'how are other places affected?'
- Disciplinary knowledge ensures that pupils appreciate the context in which substantive knowledge was generated. This helps pupils to appreciate context and the perspective from which knowledge was created, different standpoints and how views have changed as time has moved on.

# Geographical Knowledge and Skills

## Disciplinary Knowledge

**EYFS**

**Year 1**

**Year 2**

### Locational Knowledge

- Look at simple maps and globes identifying land types and the sea
- Understand that maps and the globe are used to locate key places around the world
- Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth
- Know and use the terminologies: left and right; below, next to

### Place Knowledge

- Uses comparative language to describe objects as near or far away
- Describes from photographs different environments around the world
- Describes where they live and the surrounding area – shops, roads, parks etc.
- Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.
- Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons

### Human and Physical Geography

- Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches)
- Describes vegetation in a variety of different photographs from around the world and comments on sizes, shapes and weather
- Begin to appreciate the different weather patterns in the UK
- Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles
- Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people

# Geographical Knowledge and Skills

## Disciplinary Knowledge

**Year 3**

**Year 4**

**Year 5**

**Year 6**

## Locational Knowledge

- |  |   |  |   |
|--|---|--|---|
| <ul style="list-style-type: none"><li>Understands that countries have defined borders and that each country has its own government or equivalent</li></ul> | <ul style="list-style-type: none"><li>Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.</li></ul> | <ul style="list-style-type: none"><li>Appreciate that most countries have capital cities from where their government operates but these can sometime change.</li></ul> | <ul style="list-style-type: none"><li>Appreciate how historically there have been changes to many countries across the world, including changes in names.</li></ul> |
|--|---|--|---|

## Place Knowledge

- |   |   |  |   |
|---|---|--|---|
| <ul style="list-style-type: none"><li>Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places</li></ul> | <ul style="list-style-type: none"><li>Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.</li></ul> | <ul style="list-style-type: none"><li>Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.</li></ul> | <ul style="list-style-type: none"><li>Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with</li></ul> |
|---|---|--|---|

## Human and Physical Geography

- |   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"><li>Recognise how human geographical features change over time</li><li>Understand what is meant by being environmentally friendly</li></ul> | <ul style="list-style-type: none"><li>Understand how ideal settlements may have changed over time</li><li>Understand some of the arguments put forward in relation to green energy</li></ul> | <ul style="list-style-type: none"><li>Understand why their village/ town or city exists and what brought people to live there</li><li>Understand the issues associated with Fair Trade</li></ul> | <ul style="list-style-type: none"><li>Reflect on the key changes that have occurred in buildings, trade and population</li><li>Understand the consequence of ignoring climate change</li></ul> |
|---|--|--|--|

# Geographical Knowledge and Skills

## Disciplinary Knowledge

EYFS

Year 1

Year 2

## Geographical Skills and Fieldwork

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"><li>• Make simple pictorial representations or chart of observations or information gathered</li><li>• Label simple diagrams and pictures</li><li>• Discuss elements in photographs – weather, hot, cold, etc.</li><li>• Describe and experiment with direction of movement</li><li>• Use a magnifying glass</li><li>• Use a camera to take still and moving images</li><li>• Add detail to a map of a familiar place – bedroom, classroom</li><li>• Use simple positional cues – gives directions around the room or a space</li></ul> | <ul style="list-style-type: none"><li>• Understand why it is important for all streets to have a name, including post code</li><li>• Be able to follow a simple road map and recognise key landmarks, such as a church</li><li>• Talk about the features in the local environment</li><li>• Observe and record information about the local area, i.e. types of shops, bus stops etc.</li><li>• Take photographs of locally interesting geographical features</li><li>• Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.</li><li>• Talk about the main differences between a world map and a globe</li></ul> | <ul style="list-style-type: none"><li>• Locate the nearest town or city on map of the UK</li><li>• Locate a number of cities on a map of the UK</li><li>• Make a model, using road strips and toy buildings that shows features in an area</li><li>• Study aerial photographs and use locational and directional language when doing so</li><li>• Use Google Earth to find features in their locality</li><li>• Use the school grounds or near park to create an initial sketch of what they see.</li></ul> |
|---|--|---|

# Geographical Knowledge and Skills

## Disciplinary Knowledge

### Year 3

### Year 4

### Year 5

### Year 6

## Geographical Skills and Fieldwork

- |  |   |   |   |
|--|---|---|---|
| <ul style="list-style-type: none"><li>• Use maps to locate world countries and capitals</li><li>• Use a globe to gain a better understanding about countries' location (USA and Russia, for example)</li><li>• Talk about the features in their local environment and compare it with another they know</li><li>• Create a report after a fieldwork activity that focuses on geographical features observed</li><li>• Use systematic sampling and data collecting as part of fieldwork activity</li><li>• Produce freehand map of a known place, e.g., journey between home and school</li></ul> | <ul style="list-style-type: none"><li>• Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li><li>• Distinguish between the Northern and Southern hemisphere on both a world map and a globe</li><li>• Plan a journey within the UK, using a road map</li><li>• Make a model to show part of the local area, e.g. parks, shopping precinct, etc.</li><li>• Understand how to use four-figure grid references</li><li>• Explain what a place is like and why</li></ul> | <ul style="list-style-type: none"><li>• Use graphs to record features such as temperature or rainfall across the world</li><li>• Use appropriate special language when giving directions</li><li>• Recognise most of the symbols used on a UK road map, including status of roads</li><li>• Understand some of the main features of a satnav</li><li>• Recognise ordnance survey (OS) symbols and know what they stand for</li><li>• Carry out tests over time, evaluate changes and consolidate their understanding</li><li>• Add annotations, such as label and captions to freehand maps</li></ul> | <ul style="list-style-type: none"><li>• Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li><li>• Understand how to use digimaps</li><li>• Be familiar with topographical maps and know about contours, etc</li><li>• Understand how to use six-figure grid references</li><li>• Set up a geographical fieldwork enquiry, starting with a hypothesis</li><li>• Review, apply and consider next steps as a result of their geographical enquiry</li><li>• Create journey booklets, to include maps, sketches and samples to capture what a place is like</li><li>• Create map displays to communicate their fieldwork investigations</li><li>• Use digital mapping software packaged with confidence</li></ul> |
|--|---|---|---|