

# Geography Progression of Knowledge

## National Curriculum Statements

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Location and place knowledge</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>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</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>Understand the effect of the changing seasons on the natural world around them.</li> </ul> <p>Fieldwork</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> </ul>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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.</li> </ul>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:               <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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.</li> </ul> </li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>	

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### Locational Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences.</p>	<p>Name and locate the seven continents.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK.</p>	<p>Name and locate the 7 continents and 5 oceans.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas. (England - Flat, rolling hills and valleys in the North. Scotland- large mountains. Northern Ireland-Giants Causeway. Wales - mountainous, valleys).</p>	<p>Locate the worlds Countries beginning to use geographical language – It is in the northern hemisphere. It is east of. It has a longitude range of.</p> <p>Name 4 Counties – Derbyshire, Suffolk, Northumberland and London. Use locational language to see where they are in relation to each other. Children will begin to look at the physical geography of these counties, the climate, including hills, mountains, coasts and rivers. As well as looking at how these have changed over time.</p> <p>Key physical and human characteristics of Egypt, South</p>	<p>Locate the worlds Countries using geographical language – It is in the northern hemisphere. It is east of. It has a longitude range of.</p> <p>Name 4 Counties – Derbyshire, Suffolk, Northumberland and London. Use locational language to see where they are in relation to each other. Children will also look at the physical geography of these counties, the climate, including hills, mountains, coasts and rivers. As well as looking at how these have changed over time.</p> <p>Key physical and human characteristics of Egypt, South America, Russia</p>	<p>Building on from Year 3 and 4 children will then begin to Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, tropics of Cancer and Capricorn and the Arctic and Antarctic circles using above countries as starting points.</p> <p>The children will look at the Prime/Greenwich Meridian and time zones of the above countries including day and night.</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, tropics of Cancer and Capricorn and the Arctic and Antarctic circles using above countries as starting points.</p>

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			America, Russia and the UK,	and the UK, environmental regions, countries and major cities.	
<p>Children will continually make comparisons with places they are studying and previous places they have looked at. Teachers to use geographical language (See vocabulary document) throughout the key stages to enable children to make those connections. EG It is NE of Derbyshire. It borders Wales.</p>					

### Place Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p>	<p>To understand geographical similarities of Marston Montgomery (our local area) and China/Kenya.</p> <p>Focus on human-made, landmarks and the weather.</p>	<p>To understand geographical similarities and differences of Marston Montgomery (our local area) and China/Kenya.</p> <p>Focus on agriculture, climate, culture, human-made, landmarks, livestock, population and the weather.</p>	<p>To understand geographical similarities of Derbyshire, Russia and South America.</p> <p>Focus on agriculture, arable, climate, continent, country, human geography, landscapes.</p>	<p>To understand geographical similarities and differences of Derbyshire, Russia and South America.</p> <p>Focus on agriculture, arable, climate, continent, country, human geography, landscapes, physical geography, population, precipitation and weather.</p>	<p>To begin to develop knowledge from year 3 and 4 Looking at the importance of trade and settlement, location, climate, transport and environmental factors.</p> <p>To continue to build on and make comparisons between the countries with a Focus on agriculture, arable, climate, continent, country, human geography, landscapes, physical geography, population,</p>	<p>To develop knowledge from year 3 and 4 Looking at the importance of trade and settlement, location, climate, transport and environmental factors.</p> <p>They will focus on scale and size and how the areas have similarities and differences.</p>

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						precipitation and weather.
<p>Children will continue to build on their comparisons of place knowledge. We need to be explicit with our core knowledge (climate, flooding, where located) and the Hinterland knowledge, these are the nice facts that bring it to life (for example what a tribe eats or how they catch their fish) but we need the children to remember the core knowledge.</p>						

### Human and Physical Geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will understand some important processes and changes in the natural world around them, including the seasons and weather.</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To be able to locate the Equator.</p> <p>Children to focus on key physical features sea, caves, coast, forest, hill, ocean, river.</p> <p>Key Human features to include city, town, village, factory, farm, house,</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas in relation to the equator and the North and South Poles.</p> <p>Children to focus on key physical features beach, sea, cliffs, caves, coast, forest, hill, mountain, sea, ocean, river, soil, valley.</p> <p>Key Human features to include city, town, village, factory, farm, house, office, port, harbour, promenade, pier.</p>	<p>To begin to continue to build on features taught in Key Stage 1 and to make comparisons between the physical and human features found in the different locations of study.</p> <p>Children will look at key physical features beach, sea, cliffs, caves, coast, forest, hill, mountain, sea, ocean, river, soil, valley. climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>To continue to build on features taught in Key Stage 1 and to make comparisons between the physical and human features found in the different locations of study.</p> <p>Children will look at key physical features beach, sea, cliffs, caves, coast, forest, hill, mountain, sea, ocean, river, soil, valley. climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Children will continue to deepen their knowledge of human and physical features in the locations taught.</p> <p>They will look at the distribution of natural resources including energy, food, minerals and water within the locations taught.</p>	<p>Children will continue to deepen their knowledge of human and physical features in the locations taught and understand how this affects economic activity and trade links.</p> <p>They will look at the distribution of natural resources including energy, food, minerals and water within the locations taught and make comparisons drawing on their knowledge built up over time.</p>

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			Children will look at the types of land and settlement use.	Children will look at the types of settlement and land use and how this effected where people settled.	
<p>Children will build on their knowledge of human and physical features, making comparisons between the different locations they have studied. We will explicitly teach the core geography of areas. For example, from how a river flows in EYFS to then expanding on this in Key stage 1 that rivers start in higher land and reach the sea to then linking it to the water cycle and how rivers change and influence the land and how this affects settlement and trade.</p>					

### Geographical Skills and Fieldwork

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will explore the natural world around them, making observations and drawing pictures.</p>	<p>Children will be able to locate the United Kingdom, the Continents.</p> <p>They will use the compass points North, South, East and West.</p> <p>They will begin to recognise simple map work and will be able to recognise the symbols for parking, campsite and place of worship.</p> <p>They will begin to recognise the different colours used to represent</p>	<p>Children will be able to locate the United Kingdom, the Continents and the Oceans.</p> <p>They will use the compass points North, South, East and West.</p> <p>They will learn simple map work and will be able to recognise the symbols for parking, nature reserve, campsite, place of worship and bike route.</p> <p>They will recognise the different colours used to represent</p>	<p>Children will begin to build on key stage one knowledge and be able to locate countries that are being studied at including their surrounding seas.</p> <p>They will start to use the eight points of a compass and be able to plot four figure grid references and use keys to support previous learning and including motorway, cycle trail, train station pond, steep slope, wall.</p>	<p>Children will build on key stage one knowledge and be able to locate countries that are being studied at including their surrounding seas.</p> <p>They will use the eight points of a compass and be able to plot four figure grid references and use keys to support previous learning and including food, pond, stream, steep slope, wall.</p>	<p>Children begin to continue to build on the knowledge gained and continue to draw comparisons between the locations that they are studying.</p> <p>They will start to progress to being able to plot 6 figure grid references.</p> <p>Children will continue to develop and use observational skills and simple fieldwork in their school and surrounding village and be able to draw</p>	<p>Children will continue to build on the knowledge gained and continue to draw comparisons between the locations that they are studying.</p> <p>They will progress to being able to plot 6 figure grid references.</p> <p>Children will use observational skills and simple fieldwork in their school and surrounding village and be able to draw a map and include a more detailed key.</p>

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	<p>green for forests and blue for water.</p> <p>Children will begin to use observational skills and simple fieldwork in their school and surrounding village and be able to draw a simple map.</p>	<p>green for forests and blue for water.</p> <p>Children will use observational skills and simple fieldwork in their school and surrounding village and be able to draw a simple map.</p>	<p>They will start to use topographical maps to identify features of the land including mountains, rivers, and valleys.</p> <p>Children will begin to use observational skills and simple fieldwork in their school and surrounding village and be able to draw a map and include a more detailed key.</p>	<p>They will start to use topographical maps to identify features of the land including mountains, rivers, lakes and valleys.</p> <p>Children will use observational skills and simple fieldwork in their school and surrounding village and be able to draw a map and include a more detailed key.</p>	<p>a map and include a more detailed key.</p> <p>They will begin to observe, measure and record observations made. Children will begin to make comparisons.</p>	<p>They will observe, measure and record observations made. to make comparisons.</p>
Children to say whether it is hot or cold.	Children to keep a record of weather patterns.	Children to keep a record of rain fall weekly.	Children to keep a record of rain fall weekly.	Children to keep a record of rain fall weekly.	Children to keep a record of cloud formations once a week.	Children to keep a record of cloud formations once a week.
Children will have opportunities to look at maps, atlases and globes to identify countries and oceans. As the children progress they will start to discuss the locations in relation to each other using geographical language.						