GEOGRAPHY

Progression of conceptual knowledge:

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| **Geography:** | | | |
| **EYFS** | | | |
| The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.  This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.  The most relevant statements for geography are taken from the following areas of learning:   * Mathematics * Understanding the World | | | |
| Three and Four-Year-Olds | Mathematics | | * Understand position through words alone. For example, “The bag is under the table,” – with no pointing. * Describe a familiar route. * Discuss routes and locations, using words like ‘in front of’ and ‘behind’. |
| Understanding the World | | * Use all their senses in hands-on exploration of natural materials. * Begin to understand the need to respect and care for the natural environment and all living things. * Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. |
| Reception | Understanding the World | | * Draw information from a simple map. * Recognise some similarities and differences between life in this country and life in other countries. * Explore the natural world around them. * Recognise some environments that are different to the one in which they live. |
| ELG | 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. |
| The Natural World | * 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. |

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| **Geography: Progression of knowledge, skills and understanding** | | | | |
| **Key Stage 1** | | | | |
| **Locational Knowledge** | **Year 1** | | **Year 2** | |
| *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas*  *Name and locate the world’s seven continents and five oceans* | * To know the names of the four countries that make up the UK and name the three main seas that surround the UK | | To know the names of and locate the seven continents of the world  To know the names of and locate the five oceans of the world  To know the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland | |
| **Place Knowledge** | **Year 1** | | **Year 2** | |
| 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 | * To know features of hot and cold places in the world | | How does Kampong Ayer compare with where I live?   * To know the main differences between a place in England and that of a small place in a non-European country | |
| **Human and Physical Geography** | **Year 1** | | **Year 2** | |
| 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop  <https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-one/> | How does the weather affect our lives?   * To know which is the hottest and coldest season in the UK * To know and recognise main weather symbols * To Identify seasonal/daily weather patterns in the UK * To identify the location of hot and cold areas of the world in relation to the equator and the North and South poles. * To use basic geographical vocabulary to refer to physical features   of their school and its grounds and of the surrounding environment,  including:, forest, hill, soil, valley, mountain, season, weather, shop  To know the main differences between city, town and village | | Why do we love being beside the seaside so much?  **What is the geography of where I live?**   * To identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach * To explain some of the advantages and disadvantages of living in a city or village * To Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. * To use basic Geographical vocabulary to refer to key physical features (inc – beach ,cliff, coast, sea, ocean, river, soil, valley, vegetation) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) | |
| **Skills and fieldwork** | **Year 1** | | **Year 2** | |
| Use world maps, atlases and globes  Use simple compass directions  Use aerial photos, construct simple maps  Undertake simple fieldwork within school locality  [**https://www.rgs.org/schools/teaching-resources/map-skills/**](https://www.rgs.org/schools/teaching-resources/map-skills/) | * To create plan of the classroom. * To know which is N, E, S and W on a compass * To know their address, including postcode * To use locational and directional language (eg, near and far, left and right), * To describe the location of features and routes on maps. * To use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. * To use simple fieldwork and observational skills to study the geography of their school and its grounds.   **Immediate area around the school** | | * To create a map of the school using symbols and a map key. * To be able to use world maps, atlases and globes to identify the United Kingdom and its countries. * To use simple compass directions (North, East, South and West), to describe the location of features and routes on a map * To 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. * To use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.   **St Anns local area** | |
| **Enquiry** | Teacher led enquiries, to ask and respond to simple closed questions.  Use information books/pictures as sources of information.  Investigate their surroundings  Make observations about where things are e.g. within school or local area | | Children encouraged to ask simple geographical questions; Where is it? What's it like?  Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings  Make appropriate observations about why things happen.  Make simple comparisons between features of different places. | |
| **Geography: Progression of knowledge, skills and understanding** | | | | |
| **Key Stage 2** | | | | |
| **Locational Knowledge** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| ***Concepts – Place and space***  *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)* | **UK and Europe**   * **To name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features in hills, mountains and rivers and understand how some of these aspects have changed over time.** * To know the names of and locate at least eight European countries * To know the names of and locate at least eight counties and at least six cities in England * To know the names of four countries from the southern and four from the northern hemisphere * To name and locate the geographical regions of the UK- NESW | **UK and Eastern Europe**   * To compare 2 different regions in UK rural/urban. * To name and locate the geographical regions of the UK (Cotswolds, Fens, Lake District) * **To be able to locate the worlds countries, using maps to focus on Europe (inc the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. – Study of Eastern Europe- Russia**   **(see Twinkl for ideas)**   * **To identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn** * 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, name and locate the main rivers in the UK * Name and locate the counties of the United Kingdom | **South America**   * To locate the main countries in Europe and South America. * To locate and name principal cities (including European capitals) * To be able to locate and name the main counties and cities in England. * To link with History and compare land use maps of UK from past with the present, focusing on land use. * To identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day | **North America**   * To be able to locate the main countries in Africa, Asia and Australasia/Oceania on a world map. * To be able to identify their main environmental regions, key physical and human characteristics, and major cities. * To be able to link with local History, map how land use has changed in local area over time. * To understand how these features have changed over time. * Know about time zones and work out differences |

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| **Place Knowledge** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **(Concepts – Place,  space and interconnections)**  *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* | **European country study**   * To understand geographical similarities and differences through studying the human and physical geography of a region of the UK * Know at least five differences between living in the UK and a Mediterranean country | **Eastern European study (Russia)**   * To understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country | **Brazil Study**   * To compare a region in the UK with a region in N. or **S. America** with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia   <https://www.rgs.org/schools/teaching-resources/brazil/> | **USA study**   * To compare a region in the UK with a region in **N**. or S**. America** with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia   [**https://www.rgs.org/schools/teaching-resources/united-states-of-america-(usa)/**](https://www.rgs.org/schools/teaching-resources/united-states-of-america-(usa)/) |

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| **Human and Physical Geography** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| ***(Concepts – Environment, interconnections and physical and human processes)***  *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*  *describe and understand key aspects of 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* | **Basic features of mountains, volcanoes and earthquakes**  **Why do some earthquakes cause more damage than others?**  **What makes our earth angry?**   * To describe and understand key aspects of Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. * To know and label the key features of mountain ranges * To know what causes an earthquake * To know the different parts of a volcano   <https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/> | **How rivers and mountains change over time**  **Why are mountains so important?**  **Why is water important to us?**  **How does too much/too little water effect us?**  **What is a river?**  **How does it change as it flows along?**  **What problems can rivers cause?**  **How and why is my local environment changing?**   * To describe and understand key aspects of Physical geography including climate zones and vegetation belts, rivers and the water cycle including transpiration * To describe types of settlements in modern Britain: villages, towns, cities * To know the name of and locate a number of the world’s longest rivers * To know the names of a number of the world’s highest mountains * To explain the features of a water cycle * To know and label the main features of a river * To know why most cities are located by a river * To acknowledge the importance of water in our daily lives. * To consider the impact water can have if there is too much or too little of it in an area. * To understand and use geographical terminology to describe features of a river. * To demonstrate an awareness of factors/processes which impact a river along it’s course. | **Rainforests- Brazil**  **Why is fair trade fair?**  **What elements interfere with a natural ecosystem?**   * To know what is meant by biomes and what are the features of a specific biome * To know and label layers of a rainforest * To know what deforestation is * To describe and understand key aspects of physical geography, including: climate zones * To consider factors that create an ecosystem. * To consider how humans or other factors have interrupted or altered the natural progression of the ecosystem. * To describe and understand human geography, including: types of settlement and land use, services, economic activity, and the distribution of natural resources including energy, food, minerals and water. (Brazil and urbanization)   <https://www.rgs.org/schools/teaching-resources/global-trade/> | **Global Trade/ Our changing world (coasts)**  **How does weather (and climate) influence our lives?**  **How is climate change affecting the world?**  What is a highest-value export?  - How does a country’s physical /human geography determine its highest-value export?   * Know why our industrial areas and ports are important * Know main human and physical differences between developed and third world countries (fair./unfair distribution of resources) * To describe and understand key aspects of distribution of natural resources focussing on energy (link with coal mining past History and ecopower in D&T?) * Human geography including trade between UK and Europe and ROW   <https://www.rgs.org/schools/teaching-resources/global-trade/>   * To describe and understand key aspects of physical geography, including biomes (deserts) * To know the names of and locate some of the world’s deserts (link to Islamic topic in history)   **Coasts- Our changing world**   * To understand what key features are found in a coastal location. * To analyse the factors that create either erosional or depositional landforms. * To consider the value and management of the stretch of coastline , and make conclusions about the land use. * To understand the need for sea defences and consider their effectiveness and aesthetic appeal. * To develop an understanding of human impact on coastal environments. |

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| **Skills and Fieldwork** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **(Concepts – place, space and scale)**  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  <https://www.rgs.org/schools/teaching-resources/map-skills/> | * To create a map of the British Isles * Use maps to locate European countries and capitals. * Know and name the eight points of a compass * Use keys to build knowledge. * Start to understand complex keys e.g. size of symbol for quantity * Use 4 figure grid references * Workout simple distances from a map (eg aerial distance or along a straight road) | * To learn why map symbols are used and to recognise the OS map symbols. * Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian * Know how to plan a journey within the UK, using a road map * Use complex keys to build knowledge * Use the contents and index of an atlas * Start to use 6 figure grid references * *Use a scale to reasonably estimate distances* | * To create a 3D model using map contour lines. * Know how to use graphs to record features such as temperature or rainfall across the world * Start to create complex keys using mathematical concepts eg size of symbol for quanity * Use maps, atlases and globes digital/computer mapping to locate and describe features * Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian * To be able to use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. | * To use map skills to locate a range of places on an OS map. * Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. * Know what most of the ordnance survey symbols stand for * To extend to 6 figure grid references with teaching of latitude and longitude in depth. * Create complex keys * *Explain how types of map give different perspectives/show prejudice (eg Peters Projection)* * To expand map skills to include non-UK countries |

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| **Enquiry** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | * Begin to ask/ initiate geographical questions. * Use NF books, stories, atlases, pictures/photos and internet as sources of information. * Investigate places and themes at more than one scale * Begin to collect and record evidence * Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. | * Ask and respond to questions and offer their own ideas. * Extend to satellite images, aerial photographs * Investigate places and themes at more than one scale * Collect and record evidence with some aid * Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps | * Begin to ask questions for investigating * Begin to use primary and secondary sources of evidence in their investigations. * Investigate places with more emphasis on the larger scale; contrasting and distant places * Collect and record evidence unaided * Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life | * Suggest questions for investigating * Use primary and secondary sources of evidence in their investigations. * Investigate places with more emphasis on the larger scale; contrasting and distant places * Collect and record evidence unaided * Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it |

GEOGRAPHY

Progression of Vocabulary:

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| **Geography: Progression of knowledge, skills and understanding** | | | | | | |
| **Key Stage 1 and 2** | | | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Locational knowledge** | England Scotland Wales Northern Ireland  Pacific  Atlantic  Indian  Arctic  Antarctic | London Cardiff Edinburgh Belfast  Europe Africa Asia N.America S. America Australasia/Oceania Antarctica  N and S Atlantic  English Channel  North Sea Irish Sea Celtic Sea | Regions: North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, East Anglia, London, South East, South West  Arctic Circle  Antarctic circle  Tropics/tropical  Hemisphere  Equator  Orkney  Shetland  Herbrides  Introduce alternatives to continents- Eurasia, Afro-Eurasia, Oceania | N.S Hemisphere  European countries and capitals- France, Paris, Germany, Berlin, Spain,  Russia, Moscow, St Petersburg  Canada, USA( New York, LA, San Francisco) Mexico, Brazil, Argentina, Panama  Identify location of- China, Japan, Australia, India, Pakistan, Israel, Egypt, Nigeria, Kenya, South Africa | Time zone  Latitude  Longitude  Tropics of Cancer and Capricorn  Prime/Greenwich Meridian  Identify countries and cities on other continents of interest to children- Bangladesh, Indonesia, Malaysia, Singapore, Madagascar, New Zealand | Countries and cities on other continents that might have been in the news- Afghanistan, Iraq, Iran, Saudi Arabia, Yemen, North and South Korea, Hong Kong, Zimbabwe, Sudan |
| **Place knowledge** | Area  Same different | Similarity  Difference | Region Case study  Contrast Compare | Trend |  |  |
| **Human and Physical Geography** | Beach cliff coast forest hill mountain sea ocean soil river sea valley continent month year season  Summer Autumn Summer Winter Spring  Weather- hot cold wind rain  City, town, village, factory, farm, house, shop, weekend, abroad  Capital country | Vegetation  Seasonal daily  Weekly, monthly  January, February etc  Poles equator  Temperature thermometer  Habitat  Life cycle, food chain, food web  Port channel office harbour bay estuary | Rivers, mountains, natural resources, characteristic  Volcano earthquake epi-centre plate tectonics  Vegetation belts(soil, grassland, tundra, desert, ice sheet) climate soil tropical  Igneous, metamorphic, sedimentary pressure, heat crystals fossil organic | Settlement  Energy renewable  Erosion  Meander ox bow  Transportation  Source mouth  Climate zones  Water cycle, precipitation, evaporation, condensation | Biome habitat  Vegetation region  Economic activity, trade links, land use  Impact settlement waste sewage pollution sound pollution | Erosion, stack, column, cave, cliff, wave, force, friction, gravity  Population  Distribution  Adaptation  Evolution  Survival of the fittest  Arrive depart statistics, timetable line graph mode range maximum minimum proportion scale  Economy zone |
| **Skills and Fieldwork** | Map  Compass  Point  Direction N E S W  Near far up down further higher underneath centre turn  See sight hear smell | Clock wise  Anti-clockwise  Left right beyond  Atlas key symbol  Environment surroundings  Route map plan | Atlas globe grid reference  NE SE SW NW  Area contour  Population  Parallel  coordinates | Sort classify property | Survey interpret | NNE ENE ESE |