Star

NURTURING TODAY'S YOUNG PEOPLE,
INSPIRING TOMORROW'S LEADERS

Geography Progression Map

Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE							
	Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Location Knowledge - *Declarative Knowledge*							
The Local area	Know the name of my school. Know the town/city where I live. Know basic relative positional language.	Understand where I live and where my school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards)	Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.	Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight points of a compass, four figure grid references, maps, symbols and keys.		Name, locate & describe a local river and understand how it has changed over time, using, the eight compass points, six-figure grid references, maps, symbols and keys	
The UK	Know that England is their home country. Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities.	Name and locate the countries in the UK and their capital cities. Name the surrounding seas of the UK	Name and locate some of their key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language and the four main compass directions.	Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols and keys.	Name & locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers), using the eight points of a compass, four figure grid references, maps, symbols and keys.	Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/ directional language, 8 points of a compass, six figure grid references, maps, symbols and keys	
The World	Understand the terms 'land' and 'sea'.	Understand the terms 'continent' and 'seas'; name and locate the world's seven continents and five oceans on a globe or atlas, including understanding the of the terms 'poles' and 'equator'. Recognise and know basic features of the different continents.	Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator'.	Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.	Name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones. Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities. Locate key Earthquake zones of the world,	Name, locate and describe some of the world's major rivers, employing the use of the eight points of a compass, maps, symbols and keys.	Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation, using the eight points of a compass, maps, symbols and keys. Locate countries of North and South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals,

					including an Earthquake location study.		manmade landmarks, lakes and major cities).
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Place knowledge - *Declarative Knowledge*							
Comparisons	Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from). Make simple comparisons between familiar environments (e.g. home, school, farm).		Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography.		Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers).	Study, understand, write about, draw and label key similarities and differences between the River Thames and the River Nile, and their corresponding regions.	Study, understand, write about, draw and label key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals and other major cities, landmarks, lakes. population).

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Physical Geography - *Declarative Knowledge*							
Weather and Climate	Name the four seasons and begin to describe associated weather. Record weather daily.	Identify and describe weather associated with the four seasons. Identify that the North and South poles are cold and the equator is hot.	Identify and describe weather associated with the four seasons, including understanding a basic weather forecast. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather.		Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. Understand the basic process of global warming, its causes, implications and changes required. Identify and study the different climatic regions of UK and Europe.		Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand and compare the climate of North and South America with the UK.
Other Physical Features and Processes	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment. Describe and understand key aspects of mountain formation.	Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions, planes, semi-desert etc). Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical effects on the environment, including a focus study on particular Earthquake and/or Tsunami.	Describe and explain the water cycle. Describe and explain river formation and key features of river systems. Identify and describe coastal and mountain features of the UK.	

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Human Geography - ***Declarative Knowledge***							
Settlements and Land Use	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops, etc.	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop. Compare the town and countryside.	Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban) To describe and understand the effect of volcanoes on settlements and land use. Understand land use of the local area.	Understand the effect of climate on land use and settlements in different areas of the world, including different European countries. Identify some European cities and settlements.	Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.	Describe and explain changing land use in North and South America, including the Amazon rainforest. Understand what life is like in cities, villages and other settlements of North and South America.
Economics, Trade and Resources	Recognise the shops and enterprises in the locality, including being aware of their branding/names.					Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK. Understand fairtrade. Understand global supply chains. Understand highest value exports.	Understand how food production is influenced by climate and biomes.

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Geography Skills, Fieldwork *- Procedural knowledge*							
World Maps	Locate chosen country/countries of parental heritage on globes/maps. To identify the land and sea on world globes/maps.	Draw and locate the locations of continents and oceans on globes and world maps or atlases.	Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.	Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates) and different settlements of the world.	Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world, and major Earthquake zones	Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities, major industries, imports and exports.	Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features of North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate & temp.
UK Maps	Locate London on simple maps.	Draw and locate the four countries of the UK and their capital cities a on a UK map or atlas.	Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges.	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates.	Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys (inc the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines, imports and exports.	Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America.
Local/Regional Maps and Other Secondary Data Sources	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. Construct simple plans with support. Use aerial images to recognise basic and human physical features.	Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map, and follow/create a route in the local area. Construct simple maps. Use aerial images to recognise basic physical and human features.	Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features and follow/create a route in the local area/school; compare different types of local map. Construct detailed plans Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	Use the 8 points of a compass, 4-figure grid references, maps with keys (inc the use of Ordnance Survey maps) and Google Maps/Earth to describe geographical features of a UK and European location, and create a tourist route. Create detailed maps. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing local land use over time. Create detailed maps and label physical features. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	Use the eight points of a compass, six figure grid references, maps with keys and Google Maps/ Earth to describe geographical features of locations in North/South America, and create a tourist route. Create detailed maps and label human features. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.

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Geography Skills and Fieldwork - *Procedural knowledge*							
Local Fieldwork	Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area. Make simple models of the locality. Take photos of buildings and places in school and locality (e.g. build a scene).	Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).	Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences. Carry out a simple survey of the school or local area (e.g. weather, traffic)	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.		Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification oof buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs. Use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved.	

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DISCPLINARY KNOWLEDGE - *'knowing how we know'*							
Asking and Answering Questions	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions.		Ask and respond to geographical questions using evidence to support answers.		Ask and investigate geographical questions, suggesting enquiries to test them.	
Collecting and Interpreting	Draw things they see around them.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. Understand that geographers learn about the world by observing and collecting data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.	
Analysing and Communicating	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.		Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.		Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.	
Evaluating and Debating	Describe their immediate environment and express their views about it, with support.	Express their own views about the people, places and environments studied.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	

HT Units	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	The Local Area *What's in my locality?*	The School Setting *Where would I take a tourist?*	The Local Area *What's in my local area?*	Our European Neighbours *Can you take us around Europe?*	Trade and Resources *How does trade connect us?*	North America *Can you take us on a journey of North America?*
	The UK *Where would I like to visit in the UK?*	The UK and Weather *Why is the weather different across the UK*?	Settlements & Populations *Why do we live where we live?*	Climates *How does climate vary and are we affecting it?*	Our Changing Country *How has our country changed?*	South America *Can you take us on a journey through South America?*
	The Seven Continents *How are places around the world different?*	Contrasting Locality *Would you like to live in a Kenyan village*?	Mountains and Volcanoes *Would you live near a volcano?*	Earthquakes and Tsunamis *Should we live in earthquake zones?*	Rivers *How does water move around the world?*	Biomes *What is our relationship with the physical world?*