

Progression overview



GEOGRAPHY

KS1 NATIONAL CURRICULUM EXPECTATIONS

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.

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.

KS2 NATIONAL CURRICULUM EXPECTATIONS

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.

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.

EYFS	KS1		LKS2		UKS2	
Prior to joining <u>Nursery</u>, children will have... Begun to explore the natural world around them. Have experience of different materials and environments, both indoors and outdoors. Explored natural materials through imaginative play. Developed first-hand experiences such as walking by a lake or river. Begun to explore and respond to different natural phenomena in their setting and on educational visits.	Prior Learning In <u>Reception</u>, children will have... Explored the natural world around them. Created simple maps to depict the immediate world around them or to show imaginary worlds from their play or stories shared. Begun to recognise similarities and differences between their country and others. Used knowledge from observation, discussion, stories, non-fiction texts and maps to describe their immediate environment.	Prior Learning In <u>Year 1</u>, children will have... Developed an understanding of the structure of the United Kingdom. Had experience using maps/atlasses to locate the countries of the UK as well as the seven continents of the world. Explored key geographical vocabulary relating to physical and human geography.	Prior Learning In <u>Year 2</u>, children will have... Developed a clear understanding of the 4 countries that make up the United Kingdom. Developed an understanding of the structure of the world and be able to name the 7 continents of the world. Studied the geographical similarities and differences between the UK and a non-European area of the world. Explored key geographical vocabulary relating to physical and human geography.	Prior Learning In <u>Year 3</u>, children will have... Used maps/atlasses to name and locate key regions of the UK (including counties and cities). Developed their use of fieldwork skills to measure, record and present geographical information. Studied aspects of key physical geography, specifically: mountains, volcanoes and earthquakes.	Prior Learning In <u>Year 4</u>, children will have... Begun to develop an understanding of the position and significance of geographical features such as lines of latitude and longitude and the Equator. Compared a European country with a region of North or South America, focussing on the similarities and differences between their human and physical geography. Furthered their understanding of human geography, including through types of settlement and human land use.	Prior Learning In <u>Year 5</u>, children will have... Used 8 points of compass to give positional and directional detail. Begun to develop an understanding of 4 and 6 figure grid references and apply this to interpreting a map. Studied the physical and human geography of the UK, comparing similarities and differences as well as studying changes to these features over time. Furthered their understanding of the position and significance of the key geographical elements of the world including: latitude, longitude, Northern and Southern hemisphere, Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime/Greenwich Meridian and time zones.

EYFS	KS1	LKS2	UKS2
Nursery (N1) - Talk about what they see using basic vocabulary. - Use all their senses in hands on exploration of natural materials. - Show care and concern for living things and the environment. - Begin to understand the effect that their behaviour can have on the environment. Nursery (N2) - Talk about what they see, using a wide vocabulary. - Begins to understand the need to respect and care for the natural environment and all living things. - Know that there are different countries in the world and talk about the differences that they have seen or experienced. - Continue to develop a positive attitude about the differences between people. Reception - Draws information from a simple map. E.g. noticing a building on an aerial photograph of the school. - Be able to draw a simple map of their immediate environment or imaginary ones from familiar stories. - Recognises some similarities and differences between life in this country and life in other countries. - Explores the natural world around them. - Discuss and understand how we care for the natural world around us. - Recognises some environments that are different to the one in which they live. - Understands and can talk about the effect of changing seasons on the natural world around them.	Geographical Knowledge - Name and locate the four countries of the United Kingdom. - Name the capital cities of the four countries of the United Kingdom. - Name and locate the world's seven continents and five oceans. Geographical Understanding - Understand geographical similarities and differences of a region of the United Kingdom and an area of a non-European country. - Identify seasonal and daily weather patterns in the UK. - Identify hot and cold areas of the world (in relation to the Equator and the North and South Poles). - Use geographical vocabulary relating to physical geography: beach, coast, cliff, forest, hill, mountain, sea, river. - Use geographical vocabulary relating to human geography: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical Skills and Enquiry - Use world maps, atlases and globes to identify the United Kingdom and its countries. - Use simple compass directions (N, S, E and W) and directional language to describe a location and routes on a map. - Recognise landmarks and basic human and physical features. - Devise a simple map and use basic symbols in a key. - Use fieldwork skills to study the geography of our school grounds.	Geographical Knowledge - Name and locate counties, cities and geographical regions of the UK and recognise their identifying human and physical characteristics. - Locate the world's countries, focusing on Europe and North and South America. - Identify the position and significance of longitude and latitude, Equator, Northern and Southern hemisphere. Geographical Understanding - Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle. - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. - Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America. - Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. - Establish an understanding of the interaction between physical and human processes. - Describe and understand key aspects of human geography including types of settlements and land use. Geographical Skills and Enquiry - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. - Use a range of methods including sketch maps, plans and graphs and digital technologies. - Use fieldwork to observe, measure, record and present the human and physical features in the local area.	Geographical Knowledge - Identify the geographical regions and key topographical features of the UK. - Locate the world's countries. - Identify the significance and position of: latitude, longitude, Northern and Southern hemisphere, Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime/Greenwich Meridian and time zones Geographical Understanding - Describe and understand key aspects of physical geography including: rivers, mountains, volcanoes, earthquakes and the water cycle. - Describe and understand key aspects of human geography including: economic activity and the distribution of natural resources. - Understand geographical similarities and differences, as well as change, through the study of human and physical geography of the UK. - Describe and understand key aspects of physical geography including: biomes, climate zones and vegetation belts. - Deepen an understanding of the interaction between physical and human processes. - Understand geographical similarities and differences, as well as change, through the study of human and physical geography of the UK, a European region and a region within North or South America. Geographical Skills and Enquiry - Use maps, atlases, globes and digital mapping to locate countries and describe features studied. - Use the eight points of a compass. - Use four figure grid references. - Use symbols and a key (including the use of Ordnance Survey maps). - Use a range of methods including sketch maps, plans and maps and digital technologies. - Use fieldwork to observe, measure, record and present the human and physical features of the local area.