Geography Progression

Locational Knowledge and Place Knowl

EYFS	KS1	LKS2	UKS2	KS3
National Curriculum				
	KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.	**KS2 Geography National Curriculum** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. Children can 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.	**KS2 Geography National Curriculum** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Children can 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.	**KS3 Geography NC** Pupils should be taught to: ● extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities ● understand geographical similarities, differences and links between places through the study
Disciplinary Knowledge				
a. Talk about own home. b. Understand that there are different countries in the world c. Compare to where we live to cold climate.	a. Understand that maps and the globe are used to locate key places around the world. b. Compare a local city/town in the UK with a contrasting city/town in a different country;	a. Use maps, atlases, globes to locate countries and describe features studied b. Understand that countries have defined borders and that each country has its own government or equivalent	a. Understand how to use maps to locate the world's countries with a focus on the Indian sub-continent, concentrating on their environmental regions, key physical and human	

e d g e	d. Compare photographs of different countries e. Recognise that different counties have different names	c. Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth d. Compare and contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons e. Understand how to identify the features in their local environment	c. Compare and contrast the resources of the Amazon rainforest with the local area d. Understand what biomes are e. Identify the position and significance of latitude, longitude, the Prime/ Greenwich Meridian and time zones f. understand what recycling and waste exportation is	characteristics, countries, and major cities; b. 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 • Use maps, atlases, globes and computer mapping to locate c. understand what water pollution/contamination is d. compare and contrast the reasons for water pollution in the different location and suggest reasons for them	
	Substantive Knowledge				
	Children understand: a. that they live in Sutton in England. b. that family/people live in other places in the country/world. c. that different places experience different weather.	Children can: a. name and locate the world's seven continents and five oceans; b. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c. compare the UK with a contrasting country in the world – Kitty Hawk, Canberra; d. identify features of a city - London use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia,	Children can: a. locate the world's countries, using maps to focus on South America, concentrating on environmental regions b. name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c. 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; d. explore similarities and differences, comparing the human geography of a region of	Children can: a. use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; b. name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; a. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; b. understand geographical similarities and differences	

		Australasia, North America, South America, Antarctica. England, Carshalton, Kitty Hawk, North Carolina, Surrey, compare, population, weather.	the UK and a region of South America; e. understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; f. explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; g. use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle; Amazon rainforest, South America, Brazil, counties, cities, Mediterranean Sea, Ionian Sea, Aegeus Sea, Wandel, Thames	through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; c. understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; d. use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key, latitude, physical features, climate, human geography, land use, settlement, economy, natural resources, Islands, peninsulas, Central America, Mexico, temperate, tropical, migration, Soviet Union, Europe, circumnavigate, Empire, territory.	
National Curriculum					
H u m a n a n d P		**KS1 Geography National Curriculum** Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.	**KS2 Geography National Curriculum** Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use,	**KS2 Geography National Curriculum** Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time.	**KS3 Geography NC** Pupils should be taught to: ● understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

Physical Geography			settlements and their direct connection to physical changes.	Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.	- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources ● understand how human and physical processes interact to influence, and change ● landscapes, environments and the climate; and how human activity relies on effective
	Disciplinary Knowledge				
	a. Identify features of the local area. b. Identify features on maps - rivers, mountains, beaches, oceans.	a. Recognise some human and physical features b. Begin to appreciate the different weather patterns in the UK c. Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles d. 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 e. Recognise key differences between key settlements	a. Understand the meaning of the word pollution and water pollution b. Begin to appreciate why physical and human features will be different around the world depending on their location c. Recognise how human geographical features are determined by location and may change over time d. Understand and interpret cross-section diagrams e. Begin to appreciate the issues around waste disposal across the world f. Understand why their village/ town or city exists and what brought people to live there g. Understand what a biome is and describe some of the major biomes around the world Understand the meaning of deforestation h. Reflect on trade	a. Understand the meaning water pollution b. Appreciate why physical and human features will be different around the world c. Recognise and explain how human geographical features are determined by location and may change over time d. Understand how the water cycle works e. Understand and interpret a range of diagrams and data f. Appreciate why people would choose to live where they do despite sometimes climate or physical features physical features which do not make it easy to live there g. Read and analyse weather and climate data h. Reflect on the key changes that have occurred in buildings, trade and population i. Understand the issues associated with deforestation j. Understand what is meant by being environmentally friendly k. Know how to identify human and physical characteristics and land-use patterns	
	Substantive Knowledge				

	Children can: a. Talk about local features. b. Explore our local area – identify what it has.	Children can: a. 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; b. 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; c. use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Children can: a. describe and understand key aspects of: physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b. human geography, including: types of settlement and land use; c. use key vocabulary to demonstrate knowledge and understanding in this strand: biomes, mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, peak, plateau, fold mountain tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, tourism, economic.	Children can: a. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; b. 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; c. use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental, colony.	functioning of natural systems
National Curriculum					

Geographical Skills and Fieldwork		KS1 Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.	KS2 Geography National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).	KS2 Geography National Curriculum Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.	KS3 Geography NC Pupils should be taught to: ● build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field ● interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs ● use Geographical Information Systems (GIS) to view, analyse and interpret places and data ● use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
		Disciplinary Knowledge			
	Children can: a. Describe a route. b. Draw a rudimentary map of Nursery and the wider environment - Reception classrooms. c. Explore the natural world around them d. Compare pictures, google earth. e. Look at map and identify familiar features – shops, places of worship, roads, schools	Children can: a. use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; b. use simple compass directions and locational and directional to describe the location of features and routes on a map; c. devise a simple map; and use and construct basic symbols in a key; d. use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;	Children can: a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b. use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c. use fieldwork to observe, measure and present the human and physical features in the local area using sketch maps, plans and digital technologies; d. understand the need for scale	Children can: a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features; b. 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; c. use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; .	
		Substantive Knowledge			
	a. How to draw a rudimentary map of Nursery and the wider environment - Reception classrooms.	a. Know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and	a. Know how to use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied b. Know how to use symbols and keys (including the use of	a. Know how to use the eight points of the compass b. Use a range maps and globes to locate the equator, longitude and latitude, the Tropics of Cancer and Capricorn and the Greenwich Meridian	

	b. Know that other places look different to where we live.	construct basic symbols in a key. b. Know how to use simple compass directions and locational and directional to describe the location of features and routes on a map; c. Know how to use fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; d. Talk about the features in their local environment and the UK's capital city e. Know their address and postcode. f. Know the points of a compass (N, S E W) g. Know the names of the countries that make up the British Isles. h. Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c. Know how to use fieldwork to observe and present the human and physical features in the local and wider world area using sketch maps, plans and digital technologies; d. Know what the features of different biomes, vegetation belts, and how they differ e. Explore 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. f. Distinguish between the Northern and Southern hemisphere on both a world map and a globe g. Identify a variety of map symbols and abbreviations correctly to use an Ordnance Survey map h. Locate a square using four-figure grid references i. Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, 4 point grid reference, annotation, landmark, distance, key, symbol, land use, urban, rural, population, compass, coordinates.	c. Know how to use 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. d. Know how to use and describe features on an Ordnance Survey map. e. Compared and contrast different map projections of the world and explain reasons for differences. f. Use their understanding of different geographical tools to g. describe the location of countries, on a range of maps, and then explain how this would affect the climate of these places h. Identify and explain the reasons for depicting scale and elevation on maps i. Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, 6 point grid reference, Ordnance Survey, compass, timelines, legend, borders, fieldwork, measure, observe, record, map, sketch, graph	