 Geography progression document

**By the end of Key Stage One**, 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. **By the end of Key Stage Two**, 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.

*Curriculum reading opportunities to be shown in italics*

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| Keyskills | Previous Learning | Year 1 & 2 | Year 3 & 4 | Year 5 & 6 | Next Steps at KS3 |
| Locational Knowledge | EYFS Early Learning Goal:Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes | Name and locate theworld’s 7 continentsKnow the 4 countries of the UK.Name and locate theworld’s 5 oceansKnow the capital cities of the UK and surrounding seas*Atlas work understanding an index* | Name and locate countries and cities of the UK, geographical regions and identify their human physical characteristics.Locate their world’s countries using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. | Locate their world’s countries using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Capricorn and Cancer, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and Time zones. | 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, countriesand major cities |
| Place Knowledge | Know human and physical features of the UK.Compare human and physical features of a small local area in the UK to a contrasting non- European country. | Understand geographical similarities and differences through the study of human and physical geography of a region in the UK.Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. | Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.Study environments and compare similarities and differences within areas mentioned above. E.g. The comparison of countries within the Northern Hemisphere or countries close tothe Equator. | Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia |

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| Human and Physical Geography |  | Identify daily weather patterns in the UKUse geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain, seaUse geographical vocabulary to refer to: key human features including: city, town, village, factory, farmIdentify seasonal patterns in the UKKnow hot and cold areas in relation to the equator, including the North and South PolesUse geographical vocabulary to refer to: key physical features including: ocean, river, soil, valley, vegetation, season, weatherUse geographical vocabulary to refer to: key human features including: house, office, port, harbour, shop | Describe and understand different types of settlement and land use.Know where food comes from (trade routes)Describe and understand key aspects of economic activity, including trade links.Describe and understand the water cycle and where natural resources come from. | Know where energy comes from.Study rivers, mountains, volcanoes, earthquakes.*.*Describe and understand the meaning of biomes, climate zones and vegetation belts.*Know about climate change*Describe and understand key aspects of the distribution of natural resources, including energy, food, minerals and water. | understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems |
| Geographical Skills and Fieldwork | Use simple compass directions and directional language (left or right, near or far) to describe the location of features on a map.Study features of the local environment.Use world maps, atlases and globes to identify the UK and selected other countries, as well as the countries, oceans and continents within KS1.Use aerial photographs to recognize landmarks and basic geographical features.Construct basic maps (including of the school and surrounding area) using symbols in a key. | Continue to use globes, maps and atlases and digital computer mapping to locate features and describe countries studied.Use the eight points of the compass to build their knowledge of the UK | Use 4 and 6 figure grid references to build their knowledge of the UK (including the use of Ordinance Survey Map) 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. | 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 |