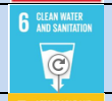
Geography Progression

To teach children to love, learn and live as a global citizen in an ever-changing world.

To aim of the Geography curriculum is to inspire a curiosity and fascination about the world and its people; it should create awe and wonder in the world that we live in. We live in a dynamic world and children should have a deepened understanding of the interactions between physical and human processes and the impact of these. Children will develop an understanding of what it means to be a global citizen and how we can contribute to making the world a more sustainable place to live in.

Substantive concepts - EQUALITY, LEGACY, INNOVATION, SUSTAINABILITY, KNOWLEDGE, PARTNERSHIP

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	• Describe their immediate environment using the 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 maps. • Explore the natural world around them, making observations. • Know some similarities and differences between the natural world around them and contrasting environments,	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. Pupils should be taught to: **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	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. Pupils should be taught to: **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	

	drawing on their experiences and what has been read in class. • Understand some of the processes and changes in the natural world around them, including the seasons and changing states of matter.	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.	**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.
United Nations Sustainable Development Goal and link:		Reduce the amount of people living in poverty.	
		Every person has access to clean and safe water.	
		We must work together to develop alternative energy technology.	
		Fairtrade. Know the importance of encouraging sustainable, clean industry. Promote inclusive sustainable industrialisation.	

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		People living in poverty receive support and access to economic growth.
		We must ensure that cities and communities are inclusive, safe, resilient and sustainable.
		Learn more about climate change and the impact the human race has had on it.
		Reduce and prevent pollution. Protect ecosystems
		There is a need to protect plant and animal life on land. It is important to protect and preserve ecosystems. Reduce deforestation. Combat desertification. Prevent the extinction of threatened species and protect diversity.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and place knowledge	• Describe their immediate environment using the knowledge from observation, discussion, stories, non-fiction texts and maps.	• To know the location of the place the school is located. • To know the name and location of the four countries in the United Kingdom. • To know the names of the surrounding sea of the United Kingdom. • To know the names and location of capital cities of the United Kingdom. • To know the human and physical characteristics of	• To know the names and location of the seven continents. • To know the names and location of the five oceans. • To know the geographical similarities and differences between the continents. • To know the location of Haiti. • To know the location of the Kalahari Desert and the North	• To know and describe the locations of counties and cities of the United Kingdom. • To identify the locations of the world's major rivers. • To understand the geographical similarities and differences between Birmingham and Cornwall. • To identify the different human and physical features between	• To know the names of locations of the countries within Europe. • To know the names of the major European capital cities. • To identify and locate the world's major biomes, with a focus on rainforests and deserts. • To know the location of the equator, Northern	• To know the location of North America. • To identify and locate human and physical features within the USA. • To know the location of the Rocky Mountains. • To know the location of Mt St Helens. • To know the location of Russia. • To know the location of tectonic plates. • To know the location of earthquakes and	• To know the location of South America. • To identify and locate human and physical features within South America. • To know the location of the ten most sustainable cities.

		the four countries in the UK. • To identify whether features are human or physical. • To identify land use around the local area.	Pole. • To identify the human and physical geography with a study of contrasting location – local area and Haiti.	Birmingham and Cornwall. • To locate the top ten megacities.	Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle. • To know how different climate zones affect the landscape, natural environment and human beings.	volcanoes. • To know the location of New Orleans and the Mississippi River. • To know the location of the World's Oceans. • To know the location of the Great Pacific Garbage Patch.	
Human and physical geography	• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. • Explore the natural world around them, making observations. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and	• To know the difference between human and physical geography. • To identify seasonal and daily weather patterns in the United Kingdom. • To identify land use patterns around school.	• To know why countries are hot and cold in the world in relation to the equator and the North and South Poles. • To describe how climate affects vegetation and animal habitats. • To know which animals live in hot and cold environments and how they have adapted to these conditions. • To be able to identify geographical features in Haiti. • To be able to describe how the	• To know the different types of settlements and the reasons for their location. • To know the key elements and features of a river and the water cycle. • To know the physical processes involving rivers. • To know how human activity can affect rivers and the river basin. • To be able to describe the pattern population density and distribution in the UK and the World. • To give a simple explanation of the	• To know that the world's resources are not equally distributed. • To know that humans use natural resources to survive. • To understand where our food comes from and the impact of this on the environment. • To be able to explain the structure of the rainforest. • To explain how animals have adapted to their environment. • To explain the characteristics of a	• To explain the distribution of earthquakes and volcanoes. • To explain how volcanoes and mountains are formed. • To explain how eruptions impact on human lives. • To explain how flooding impacts on people, the environment and the economy. • To explain how a tropical form is formed. • To explain how climate change is having an impact on the environment. • To explain the	• To know the key elements of the rainforest biome and how this contrasts with other biomes. • To explain how human activity can affect the Amazon Basin. • To describe how the Amazon rainforest has changed overtime and explain the reasons for this. • To describe how countries and geographical regions are interconnected and interdependent.

	what has been read in class. • Understand some of the processes and changes in the natural world around them, including the seasons and changing states of matter.		weather is different between Haiti and the UK. • To describe the weather conditions in a hurricane. • To describe how hurricanes affect people's lives.	UK's population distribution. • To be able to give a simple explanation for why people may migrate into cities. • To describe the environmental impact of urban growth.	place which may attract tourists. • To explain the benefits and negatives of tourism on people and the environment.	impact of plastics use on the environment. • To evaluate the economic and social impacts of marine pollution.	
Geographical skills and fieldwork	**Graphicacy skills:** • Identify a map. Begin to make attempts at drawing a map. Make attempts to draw and label features of familiar environments and imaginary places. • Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places. **Fieldwork enquiry and practical skills:** • Make basic observations of familiar environments, including identifying some similarities and differences	**Graphicacy skills:** • Use a globe and world map to locate the UK and a UK map to identify countries, capitals and surrounding seas. • Begin to follow routes on prepared maps. • Use basic symbols in a key. • Draw own maps and plans by drawing around shapes/using own symbols. • Use tallies and simple tables (from Maths NC). • Use aerial/satellite photos and plan perspectives to recognise familiar features. **Fieldwork enquiry and practical skills**	**Graphicacy skills:** • Use world maps, globes and atlases to identify continents, oceans and locations studied. • Devise a simple map of a place in the local area. • Use and construct basic symbols in a key. • Begin to recognise and identify basic OS symbols • Zoom in/out and begin to highlight/annotate digital maps. • Use pictograms, tally charts, and simple tables (from Maths NC). • Use aerial/satellite photos and plan perspectives to	**Graphicacy skills:** • Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries, features in the local area and describe features studied. • Create a simple sketch map e.g. of a short route followed, with symbols and a key. • Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity). • Know that four-figure grid references can be used to identify locations and begin to use them.	**Graphicacy skills:** • Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied. • Use the contents/index of an atlas. • Draw a map (including symbols and key) from a description and compare to other maps. • Use complex keys (e.g. making estimates based on size of symbols). • Understand the purpose of contour lines on maps. • Begin to draw to	**Graphicacy skills:** • Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. • Explain ideas using a thematic map for reference. • Draw to scale from given measurements/using observations and compare to other maps. • Explain how types of map give different perspectives/show prejudice (e.g. Peters Projection). • Compare and evaluate maps with	**Graphicacy skills:** • Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. • Confidently use distribution/thematic maps to illustrate an idea or discussion. • Design/draw distribution/thematic maps. • Create scale-bars on maps and draw to scale for maps/sketches, comparing own drawing to other maps and evaluating accuracy.

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	between places. • Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.	• Engage in simple, teacher-led fieldwork enquiries. • Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences. • Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes. • Understand what a compass is and begin to use one for simple navigation.	locate and identify local landmarks and features. **Fieldwork enquiry and practical skills** • Engage in teacher-led/guided enquiries. • Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units. • Use a compass (four compass points) to follow and describe routes. • Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).	• Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road). • Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC). • On digital maps, begin to identify scale and annotate with text and labels. Use bar charts and more complex tables (from Maths NC). • Begin to understand the purpose/ reliability of different image types. **Fieldwork enquiry and practical skills:** • Engage in guided enquiries and begin to suggest own questions for enquiry. • Begin to evaluate own observations and compare them with others. • Understand the eight compass points and begin to	scale and understand and use scale- bars (link to integer correspondence from Maths NC). • Use scales to estimate distances e.g. along a road/river. • Use four-figure grid references to identify and describe locations. • On digital maps, accurately measure distances, including non-linear distances and annotate with markers, text, photographs, hyperlinks, etc. • Use bar charts, time graphs and discrete and continuous data (from Maths NC). • Understand and explain the purpose/reliability of different image types, including oblique views. **Fieldwork enquiry and practical skills:** • Engage in guided enquiries and suggest own	different scales. • Begin to create own complex keys using mathematical concepts (e.g. size of symbol for quantity). • Begin to use six-figure grid references to identify and describe locations. • On digital maps, use linear and area measuring tools and start to use and contrast digital maps at different scales. • Complete and interpret tables (including timetables where appropriate) and line graphs (from Maths NC). • Compare images that have been altered using digital technologies and explain the impact that this has (e.g. reliability). **Fieldwork enquiry and practical skills:** • Begin to complete enquiries based on own suggested questions. • Evaluate own observations, compare them with others and begin to	• Create own complex keys using mathematical concepts (e.g. size of symbol for quantity, using metric/imperial equivalents). • Use six figure grid references to identify and describe locations. • On digital maps, use linear and area measuring tools confidently to illustrate ideas and make appropriate selections from maps to inform research. • Interpret and construct pie charts and line graphs based on data and calculate and interpret the mean as an average (from Maths NC). • Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability). **Fieldwork enquiry and practical skills:** • Complete enquiries based on own suggested questions and offer suggestions for future enquiries

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				use them to follow routes. • Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales). • Secure use of left/right from any perspective (e.g. with an upside-down map) and use compasses and eight compass points to follow and describe routes.	questions for enquiry. • Evaluate own observations and compare them with others. • Use a compass and the eight points of a compass to follow and describe routes and identify locations. • Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area and scales).	draw conclusions. • Use a compass, convert between the eight points of a compass and azimuth bearings (e.g. NE = 45˚) and use to follow/describe routes • Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area scales, negative numbers for temperature, equivalences between metric and imperial measures).	based on results. • Evaluate own observations, compare them with others and draw conclusions. • Use a compass confidently and show awareness of the 16-point compass rose and compass quadrant bearings (e.g. 103˚ = S 77˚ E). • Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial measures, calculating volume).