



# Progression of knowledge and skills.

## Progression of Knowledge in the Geography Curriculum

**These key concepts and vocabulary overarch our Geography curriculum. They are what we want our children to know by the end of Year 6. These concepts will be revisited every year in geography topics and in other areas of the curriculum where appropriate.**

- Navigation (maps, map symbols, atlases, google maps, scale factor, reading and calculating from a scale, using compass points, the equator, the tropic lines, the poles, borders, countries and continents)
- Human features (Transports, harbour, shops, towns, villages, community, places of worship)
- Physical features: (Water cycle, rainfall, mountains, hills, rivers, seas, oceans)
- Fieldwork (Working collaboratively, planning investigations, collecting data, making observations, drawing conclusions)
- Climate and landscape: (Weather, rainfall, seasons, temperature, desert, polar, temperate, tropical, biomes, vegetation zones)
- Economic activity (Trade, land use, farming, wealth, poverty, imports and exports)
- Tectonic activity: (Volcanoes, earthquakes, structure of the earth)
- Sustainability: (Deforestation, climate change, renewable and non-renewable resources, industry, materials)

### Key Vocabulary

See Separate document

## Progression of skills in the Geography Curriculum

In geography these skills centre around: Place Knowledge, Locational knowledge, Human and Physical Geography and Geographical skills and field work.

Place knowledge-	Key stage 1	Key stage 2
	I can 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	I 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
Locational Knowledge	I can name and locate the world's seven continents and five oceans I can name, locate and identify characteristics of the four	I can 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

	<p>countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>human characteristics, countries, and major cities.</p> <p>I can 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.</p> <p>I can 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).</p>
<b>Human and Physical Geography</b>	<p>I can 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.</p> <p>I can 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.</p> <p>I can use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>I can describe and understand key aspects of: 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.</p>
<b>Skills and Fieldwork</b>	<p>I can use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>I can 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.</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can 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 knowledge of the United Kingdom and the wider world.</p> <p>I can 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.</p>

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Reception	Year 1	Year 2
<b>Early Learning Goal</b> <b>Understanding the World</b> <b>The World</b> - 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.	<b>UK countries</b> - Use world maps, atlases and globes to identify the United Kingdom and its countries.  - Name, locate and the four countries of the United Kingdom including surrounding seas.	<b>Asia</b> - Name, locate and identify characteristics the 7 continents.
		<b>The UK</b> - Construct basic maps to identify the UK and its capital cities.
		<b>Using Maps</b> - Devise a simple map. Create and use symbols and a key to show countries and continents.
	<b>UK Weather</b> - Identify seasonal and daily weather patterns in the United Kingdom. Use vocabulary- season and weather.	<b>Oceans</b> - Use world maps, atlases and globes to identify the worlds oceans.
	<b>Polar regions</b> - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	<b>My house from Above</b> - Use arial photographs and plan perspectives to recognise landmarks and basic human/physical features of a local area.
	<b>China</b> - Understand geographical similarities and differences through a study of a place in UK and contrasting place, non-European country.	<b>The Local Area</b> -Use simple compass directions (N,E,S,W) to discuss location of features, and create/use routes on a map.
	<b>In and around Attleborough</b> - Use basic geographical vocabulary to refer to:  key physical features, including:, forest, hill, mountain, soil, valley, vegetation,.	

	key human features, including: city, town, village, factory, farm, house, office.	
	<b>On the Doorstep</b> - 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.	

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	Year 3	Year 4	Year 5	Year 6
	Fieldwork- Getting out there! Attleborough  - Use fieldwork to observe, measure, record and present the human and physical features in the local area – sketch maps, plans, graphs.	Countries of Europe  - Locate the world countries and N/S America.  - Using globes atlases and digital mapping locate countries of Europe (including Russia).	Greece  - A study of Greece and its Geography - Investigate different Greek Regions.	Rivers  - To locate the world rivers. - To name features of a river. - To explore the water cycle.
	Human/physical geography- Surrounding Norfolk  - Using digital mapping name and locate geographical regions and their identifying human and physical characteristics – hills, mountains, coasts, rocks and land use patterns	Italy  - Compare similarities and differences of a region in UK and Europe.	Greece  - A comparison of Greece and UK	Map Skills  - Topics of Capricorn and Cancer, Equator, Arctic and Antarctic Circles). - Identify the position and significance of lines of longitude (Greenwich Meridian and other time zones) and latitude

	<p>UK in more detail- The big cities</p> <ul style="list-style-type: none"> <li>- Using maps and Ordnance Survey maps to improve their knowledge of the UK.</li> </ul>	<p>Natural disasters – whole term</p> <p>1<sup>st</sup> half term focus on Volcanoes</p> <ul style="list-style-type: none"> <li>- Understand how volcanoes are structure.</li> <li>- Use atlases to locate volcanoes around the world.</li> </ul>	<p>Wonders of the world.</p> <ul style="list-style-type: none"> <li>- Use maps atlases and digital mapping to locate the 7 wonders of the world.</li> </ul>	<p>Environmental study</p> <ul style="list-style-type: none"> <li>- Name and understand sources of Renewable energy.</li> <li>- Explore the causes of Climate change</li> </ul>
	<p>Position and direction</p> <ul style="list-style-type: none"> <li>- Using an atlas Use 8-points of a compass and 4-fig. grid references</li> </ul>	<p>2<sup>nd</sup> half term focus on Earthquakes</p> <ul style="list-style-type: none"> <li>- Understand about the earth's structure.</li> <li>- What causes an earthquake</li> <li>- Investigate Tsunami</li> </ul>	<p>Rural vs Urban UK</p> <ul style="list-style-type: none"> <li>- Understand Geographical similarities and differences through a study of a region of the UK</li> </ul>	<p>Environmental waste</p> <ul style="list-style-type: none"> <li>- Plastic waste.</li> <li>- Deforestation – Comparing human effects of the environment now with 100 years ago.</li> </ul>
	<p>Climate and coast</p> <ul style="list-style-type: none"> <li>- Coastal Processes.</li> <li>- Features of a coastline</li> <li>- UK wildlife with coastal habitat.</li> <li>- Erosion.</li> </ul>	<p>Forests near and far</p> <ul style="list-style-type: none"> <li>- Use 8-points of a compass and 6 figure grid references.</li> <li>- Use Ordnance Survey maps to explore different types of forest and where they are in the world.</li> </ul>	<p>Physical Geography</p> <ul style="list-style-type: none"> <li>- Physical Geography: climate zones, biomes and vegetation belts, key topographical features.</li> </ul>	<p>Mexico</p> <ul style="list-style-type: none"> <li>- Use maps digital mapping, atlases and globes to locate countries and describe features.</li> <li>- Main cities and Rivers of Mexico</li> </ul>
	<p>Settlements</p> <ul style="list-style-type: none"> <li>- Explore how settlement types, land use, hills mountains, coasts and rivers have changed over time.</li> </ul>	<p>Fieldwork in more depth</p> <ul style="list-style-type: none"> <li>- Use fieldwork to observe, measure, record. present the human and physical features in the local area by using sketch maps, plans, graphs, or digital mapping.</li> </ul>	<p>Mountains</p> <ul style="list-style-type: none"> <li>- To use a map, atlas or digital mapping to locate the worlds key mountain ranges.</li> <li>- To explain how different mountains are formed.</li> </ul>	<p>Comparison Mexico and Brazil</p> <ul style="list-style-type: none"> <li>- Understand Geographical similarities and differences between an area of North or South America.</li> <li>- Explore amazon Rainforest</li> </ul>

