Geography progression document

EYFS – Understanding the world Nursery		
Key area	**Substantive knowledge**	**Disciplinary knowledge**
People and Communities The Natural World	• People in their family and people who are not. • The names of some of their care givers, teachers and a significant friends name. • They have a place they live in. • The names of two rooms in a house/ nursery. • The names of some jobs and what people do in these jobs; for example the police, keep us safe. • The human features of a place we know well; the Nursery Garden • To talk about maps and begin to make simple ones. • To know the name of the school. • Ghana in Africa are places far away from the UK. • Africa is a hot place. • Some animals that live in Africa.	• **Identify** key features, similarities and differences • **Explain and summarise** findings (in discussions) • **Understanding** key concepts (see below) • **Good communication** • **Teamwork** • **Enquire**
Key concepts		
• **Space** • **Place** • **Scale** • **Time** • **Interconnection (similarities and differences between places and people)** • **Cultural diversity** • **Cultural awareness**	Police, safe, hairdresser, cut hair, doctor, help, look after, better Bridge, hut, shed, grass, playground, sandpit Mummy, daddy, nanny, Miss Reese, a child's name, house, windows, roof, door, two rooms for example, bedroom, kitchen. Sir Alexander Fleming Primary School, Africa, far away, hot, place, animals	
EYFS – Understanding the world Reception		
Key area	**Substantive knowledge**	**Disciplinary knowledge**

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People and Communities The Natural World	• That they are part of at least two communities; home and school. • Some of the features of their home. • That homes can have similarities and differences. • Conceptual knowledge of shelter and warmth. • 3 different types of homes • Some places of significance in the Sutton Hill Community; shop, community centre, church. To know what some people do in these places/ what these places are used for. • To know where these places are in relation to one another; next to, across the road. • To know in greater detail the role of some people with certain jobs. • To follow and create simple maps (including 3D maps) – begin to discuss the use of keys. • To use simple fieldwork and observational skills to study the geography of their school (including the school garden and forest school) and begin to discuss human and physical features using everyday language. • To know that they live in the UK • To know their school is in Telford. • Ghana is in Africa. • To recognise the Ghanaian flag. • 6 animals native to Africa. • Ghana is a hotter place than England. • To know about similarities and differences in relation to places. • To talk about the features of their own immediate environment and how environments may change from one another. • To identify geographical and similarities through stories, experiences and videos.	• **Identify** key features, similarities and differences • **Explain and summarise** findings (in discussions) • **Understanding** key concepts (see below) • **Good communication** • **Teamwork** • **Enquire**

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Key concepts	
• **Space** • **Place** • **Interconnection (similarities and differences between places and people)** • **Cultural diversity** • **Cultural awareness**	Community centre, church, shop, next to, across the road, path Different types of home for example a flat, bungalow. Kitchen and associated features such as fridge, oven, sink. Bathroom – toilet, sink. Bedroom – bed, wardrobe. UK, Telford, Ghana, in, flag, hotter, zebra, elephant, lion, rhino, hippo, giraffe

Subject coordinator: Miss Harris

Geography progression document

Year 1		
Key area	**Substantive knowledge**	**Disciplinary knowledge**
Locational knowledge	To know the names and location of the four countries of the UK. To name the four capital cities in the UK and **identify** key characteristics of these capital cities. To know and name the location of the UK's surrounding seas. To know the names and location of the world's seven continents and five oceans. To name and locate the UK's surrounding seas.	• **Identify** key features, similarities and differences and localities • **Explain and summarise** findings • **Understanding** key concepts (see below) • **Good communication** • **Teamwork** • **Enquire**
Place knowledge	To understand the similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.	
Human and physical geography	To **identify** land use within and around our school. To **identify** seasonal and daily weather patterns in the United Kingdom.	
Geographical skills and fieldwork (map skills and fieldwork)	To use simple picture maps to move around the school. To use maps and atlases to **identify** the UK, capital cities and the seas surrounding the UK. To devise simple maps. To use relative vocabulary such as bigger, smaller, like and dislike. To use directional language such as near, far, up, down, left, right, forwards and backwards. To use simple compass directions (4 point compass – North, South, East and West). To use and construct basic symbols in a key to represent places or features. To use photographs and maps to **identify** features. To use aerial photographs to recognize basic human and physical features. To use basic observational skills. To carry out a small survey of the school and local area. To draw simple features.	

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Geography progression document

	To ask and respond to basic geographical questions. To use a proforma to collect data such as a tally chart. To create sketch maps of a familiar environment with labels of simple features. To add labels to maps and photographs of the features shown. To use a camera in the field to help to record what is seen.	

Key concepts	Vocabulary		
• **Space** • **Place** • **Scale** • **Time** • **Interconnection (similarities and differences between places and people)** • **Cultural diversity** • **Cultural awareness** • **Environment** • **Interdependence** • **Physical and human processes**	• England • Scotland • Wales • Northern Ireland • United Kingdom • town • village • city • country • similar • different • equator • seasons	• autumn • winter • summer • spring • weather • hot • cold • continent • North America • South America • Africa • Europe • Asia	• Australasia (also referred to as Oceania) • Antarctica • map • school • village • town • city • near • far • next to • behind • distance

Subject coordinator: Miss Harris

Geography progression document

Year 2		
Key area	**Substantive knowledge**	**Disciplinary knowledge**
Locational knowledge	To know the names and location of the four countries of the UK. To name the four capital cities in the UK and **identify** key characteristics of these capital cities. To know and name the location of the UK's surrounding seas. To know the names and location of the world's seven continents and five oceans. To name and locate the UK's surrounding seas. To locate hot and cold areas in relation to the equator and the North and South Poles.	• **Identify** key features, similarities and differences and localities • **Explain and summarise** findings • **Understanding** key concepts (see below) • **Good communication** • **Teamwork** • **Enquire**
Place knowledge	To understand the similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.	
Human and physical geography	To **identify** seasonal and daily weather patterns of hot and cold areas of the world. To **identify** key aspects of coasts and how people use them. To **identify** the different types of transport used and to consider why people use different modes of transport.	
Geographical skills and fieldwork (map skills and fieldwork)	To follow a route on a map. To use maps, atlases and globes to locate and name the seven continents and five oceans. To devise simple maps (using aerial photographs to help them to add more detail). To use relative vocabulary such as bigger, smaller, like and dislike. To use directional language such as near, far, up, down, left, right, forwards and backwards. To use simple compass directions (4 point compass – North, South, East and West). To use and construct basic symbols in a key to represent places or features. To use photographs and maps to **identify** features. To use aerial photographs and plan perspectives to recognize basic human and physical features and landmarks. To locate the world's hot and cold areas including the equator, north and south pole on a globe and world map. To use basic observational skills. To use a compass and locational and directional language to describe the location of features and routes on a map.	

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	To carry out a small survey of the school and local area. To draw simple features. To ask and respond to basic geographical questions. To use a proforma to collect data such as a tally chart. To create sketch maps of a familiar environment with labels of simple features. To add labels to maps and photographs of the features shown. To use a camera in the field to help to record what is seen.	

Key concepts	Vocabulary		
• **Space** • **Place** • **Scale** • **Time** • **Interconnection (similarities and differences between places and people)** • **Cultural diversity** • **Cultural awareness** • **Environment** • **Interdependence** • **Physical and human processes**	• earth • globe • continent • country • ocean • sea • compare • sand • sea • seaside • beach • town • shop	• transport • map • atlas • key • symbol • port • harbor • coast • city • town • village • hot • cold	• Antarctica • Arctic • compass • location • north • east • south • west • northern hemisphere • southern hemisphere • equator • physical features • human features

Subject coordinator: Miss Harris

Geography progression document

Year 3		
Key area	**Substantive knowledge**	**Disciplinary knowledge**
Locational knowledge	To know the names of cities within the UK. To know the names of counties within the UK. To name and locate key geographical regions of the UK and **identify** their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns. To understand how some of these aspects change over time. To **identify** the position and the significance of latitude, longitude, Equator, Tropics of Cancer, Tropics of Capricorn, Northern Hemisphere and Southern Hemisphere.	• **Identify** key features, similarities and differences and localities • **Explain and summarise** findings • **Understanding** key concepts (see below) • **Good communication** • **Critical thinking** • **Problem solving** • **Teamwork** • **Enquire**
Place knowledge	To understand geographical similarities and difference through the study of human and physical geography of a region within the UK (locality).	
Human and physical geography	To **identify** and understand different types of settlements and how they have changed over time. To understand the key aspects of settlements. To know and understand key aspects of biome and vegetation belts (linked to Rainforests). To know and understand key aspects of rivers and the water cycle.	
Geographical skills and fieldwork (map skills and fieldwork)	To locate places using a range of maps including OS and digital. To locate the UK on a variety of different scale maps. To use globes, atlases and a range of maps to locate cities and counties within the UK. To use globes, atlases and a range of maps to locate the position of the equator, northern and southern hemisphere. To begin to match boundaries (i.e. find same boundary of a country on different scale maps). To use OS map symbols on maps to name geographical regions and understand the importance of a key. To use four figure compasses and letter/number co-ordinates to **identify** features on maps. To begin to use 8 points of compass. To begin to use four figure grid references to **identify** features on a map. To create a simple scale drawing. To use standard symbols and understand the importance of a key.	

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Geography progression document

	To 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 (such as pictogram) as well as digital technologies. To follow a route on a map with some accuracy. To ask geographical questions. To use appropriate terminology. To draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction. To use a camera independently and consider how photos provide useful evidence.	

Key concepts	Vocabulary		
• **Space** • **Place** • **Scale** • **Time** • **Interconnection (similarities and differences between places and people)** • **Cultural diversity** • **Cultural awareness** • **Environment** • **Interdependence** • **Physical and human processes** • **Earth systems** • **Environmental impact**	• river • confluence • tributary • stream • meander • estuary • source • mouth • precipitation • water cycle • hills • mountain • latitude • longitude • Tropics of Capricorn and Cancer • biomes • climate	• vegetation belt • South America • Amazon • rainforest • emergent • canopy • under canopy • shrub layer • deforestation • livelihood • sustainable • tropical • settlement • land use • population • urban • rural • suburban	• density • ordnance survey (OS) • grid reference • compass • North • South • East • West • scale • aerial photograph • northern hemisphere • southern hemisphere • human features • physical features • map • key • symbol • equator

Subject coordinator: Miss Harris

Geography progression document

Year 4		
Key area	**Substantive knowledge**	**Disciplinary knowledge**
Locational knowledge	To locate and name countries within Europe (including Russia) as well as their environmental regions, key physical and human features. To know the name of major European cities. To know the significance of Prime/Greenwich Meridian and time zones. To **identify** the position and the significance of latitude, longitude, Equator, Tropics of Cancer, Tropics of Capricorn, Northern Hemisphere and Southern Hemisphere.	• **Identify** key features, similarities and differences and localities • **Explain and summarise** findings • **Understanding** key concepts (see below) • **Good communication** • **Critical thinking** • **Problem solving** • **Teamwork** • **Enquire** • **Demonstrate** understanding of key concepts
Place knowledge	To know and understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece and a small focus on Italy when looking a volcanoes).	
Human and physical geography	To describe and understand key aspects of mountains, volcanoes and earthquakes. To describe and understand key aspects of land use. To begin to describe and understand key aspects of economic activity.	
Geographical skills and fieldwork (map skills and fieldwork)	To locate places using a range of maps including OS and digital. To locate Europe, European counties (including Russia) and their capital cities on a variety of different scale maps and globes. To use globes, atlases and a range of maps to locate the position of the lines of latitude/longitude, the equator, northern and southern hemisphere. To **identify** features on aerial photographs and digital/computer maps. To recognize and use OS map symbols including the completion of a key and understand why this is important. To follow a route on a large-scale map. To begin to use 8 points of compass and four figure grid references to **identify** features on a map. To 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 as well as digital technologies. To **identify** features on an aerial photograph/computer map. To draw a sketch map from a viewpoint.	

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Geography progression document

	To follow a route on a map with some accuracy. To ask geographical questions. To use appropriate terminology. To draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction. To use a camera independently and consider how photos provide useful evidence.	

Key concepts	Vocabulary		
• **Space** • **Place** • **Scale** • **Time** • **Interconnection (similarities and differences between places and people)** • **Cultural diversity** • **Cultural awareness** • **Environment** • **Interdependence** • **Physical and human processes** • **Earth systems** • **Environmental impact**	• Europe • Greece • Italy • Mediterranean • culture • capital city • Athens • volcano • Mount Etna • Mount Vesuvius • erupt • lava • exclusion zone • ash • magma • magma chamber	• tectonic plates • crust • mantle • core (inner/outer) • land use • houses • shops • commercial • industrial • rural • agricultural • latitude • longitude • Tropics of Capricorn and Cancer • equator	• northern hemisphere • southern hemisphere • human features • physical features • map • key • symbol • scale • aerial photograph • ordnance survey (OS) • grid reference

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Geography progression document

Year 5		
Key area	**Substantive knowledge**	**Disciplinary knowledge**
Locational knowledge	To locate some of the world's countries with a specific focus on the countries within North and South America. To locate environmental regions, and major cities as well as key physical and human features within the countries being studied. To know the name of major cities of the countries studying. To **identify** the position and the significance of latitude, longitude, Equator, Tropics of Cancer, Tropics of Capricorn, Arctic circle, Antarctic circle as well as the Northern Hemisphere and Southern Hemisphere. To understand the similarities and differences between counties within the UK and states within the USA.	• **Identify** key features, similarities and differences and localities • **Explain and summarise** findings • **Understanding** key concepts (see below) • **Good communication** • **Critical thinking** • **Problem solving** • **Teamwork** • **Enquire** • **Demonstrate** understanding of key concepts • **Justify, apply and evaluate** findings
Place knowledge	To know geographical similarities and differences through the study of human and physical geography of a region within North or South America.	
Human and physical geography	To know and understand key aspects of rivers and the water cycle. To know and understand key aspects of climate zones, biomes and vegetation belts. To know and understand key aspects of different types of settlements and land use as well as the distribution of natural resources.	
Geographical skills and fieldwork (map skills and fieldwork)	To use maps, atlases and globes to locate the world's countries (focus on North and South America). To locate the major cities of North America. To **identify** the position and understand the significance of the lines of latitude and longitude, the Equator, Arctic and Antarctic circle as well as the Tropics of Cancer and Tropics of Capricorn. To compare maps with aerial photographs. To find and recognize places on maps of different scales. To use eight figure compasses and to begin to use six figure grid references. To draw a variety of thematic maps based on their own data. To draw a sketch map using symbols and a key. To use and recognize OS map symbols regularly. To begin to use lines of latitude and longitude on maps.	

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	To 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 (such as line graphs) as well as digital technologies. To select a map for a specific purpose (political/physical map). To select a map for a specific purpose. To begin to use atlases to find out other information (i.e. temperature). To select appropriate methods for data collection. To use a database to interrogate/amend information collected. To use graphs to display data collected. To **evaluate** the quality of evidence collected and suggest improvements. To **evaluate** their sketch map against a set criteria and improve it. To use field sketches as evidence in an investigation. To make a judgement about the best angle or viewpoint when taking an image or completing a sketch. To use photographic evidence in their investigations. To **evaluate** the usefulness of the images.	

Key concepts	Vocabulary		
• **Space** • **Place** • **Scale** • **Time** • **Interconnection (similarities and differences between places and people)** • **Cultural diversity** • **Cultural awareness** • **Environment** • **Interdependence** • **Physical and human processes** • **Earth systems** • **Environmental impact** • **Sustainable development**	• northern hemisphere • southern hemisphere • latitude • longitude • equator • Tropics of Capricorn and Cancer • Arctic circle • Antarctic circle • antarctica • biomes • climate • climate zone • time zones • prime meridian • Greenwich Mean Time (GMT) • river • water cycle	• condensation • evaporation • precipitation • infiltration • surface run-off • source • tributary • waterfall • confluence • meander • oxbow lake • channel • V-shaped valley • mouth • delta • estuary • erosion • land use • flooding	• upper course • middle course • lower course • trade • population density • states • human features • physical features • map • key • symbol • scale • aerial photograph • ordnance survey (OS) • grid reference

Subject coordinator: Miss Harris

Geography progression document

Year 6		
Key area	**Substantive knowledge**	**Disciplinary knowledge**
Locational knowledge	To know the name of some of the world's countries (focus on Europe due to European study and trip to France). To know the name of the major/capital cities of the world (focus on Europe). To **identify** the position and the significance of latitude, longitude, Equator, Tropics of Cancer, Tropics of Capricorn, Arctic circle, Antarctic circle, Northern Hemisphere and Southern Hemisphere as well as Prime/Greenwich Meridian and time zones.	• **Identify** key features, similarities and differences and localities • **Explain and summarise** findings • **Understanding** key concepts (see below) • **Good communication** • **Critical thinking** • **Problem solving** • **Teamwork** • **Enquire** • **Demonstrate** understanding of key concepts • **Justify, apply and evaluate** findings to **demonstrate/explain** their understanding. • **Critique and hypothesis** about matters such as debt, famine, poverty, affluent, industry, economy as well as the fieldwork they carry out.
Place knowledge	To know geographical similarities and differences through the study of human and physical geography of a region within the UK and a region in a European country (France).	
Human and physical geography	To know and understand key aspects of economic activity including trade links. To know and understand key aspects of the distribution of natural resources including energy, food, minerals and water. To know and understand key aspects of types of settlement and land use and how/why these have changed over time. To know and understand key aspects of climate zones and rivers.	
Geographical skills and fieldwork (map skills and fieldwork)	To use maps (including digital), atlases and globes to locate some of the world's countries. To **identify** the position and significance of the lines of latitude and longitude, the Equator, Arctic and Antarctic circle, Tropics of Cancer, Tropics of Capricorn as well as Prime/Greenwich Meridian and time zones (including day and night). To follow a short route on an OS map. To describe features shown on an OS map. To use atlases to find out data about other places (such as trade distribution). To use eight figure compasses and six figure grid references accurately. To use lines of latitude and longitude on maps. To draw plans of increasing complexity. To begin to use and recognize atlas symbols. To 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 (such as pie charts) as well as digital technologies. To select appropriate methods for data collection. To use a database to interrogate/amend information collected.	

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	To use graphs to display data collected. To **evaluate** the quality of evidence collected and suggest improvements. To **evaluate** their sketch map against a set criteria and improve it. To use field sketches as evidence in an investigation. To make a judgement about the best angle or viewpoint when taking an image or completing a sketch. To use photographic evidence in their investigations. To **evaluate** the usefulness of the images.	

Key concepts	**Vocabulary**		
• **Space** • **Place** • **Scale** • **Time** • **Interconnection (similarities and differences between places and people)** • **Cultural diversity** • **Cultural awareness** • **Environment** • **Interdependence** • **Physical and human processes** • **Earth systems** • **Environmental impact** • **Sustainable development**	• economy • natural resources • man-made resources • trade links • distribution • settlements • land use • imports • exports • global supply chain • globalisation • fairtrade • industrial • residential • urban • rural • transport • culture	• language • religion • agriculture • farming • government • population • economic • social • political • environmental • northern hemisphere • southern hemisphere • latitude • longitude • equator • Tropics of Capricorn and Cancer • Arctic circle	• Antarctic circle • time zones • prime meridian • Greenwich Mean Time (GMT) • change • continuity • human features • physical features • map • key • symbol • scale • aerial photograph • ordnance survey (OS) • grid reference

Subject coordinator: Miss Harris