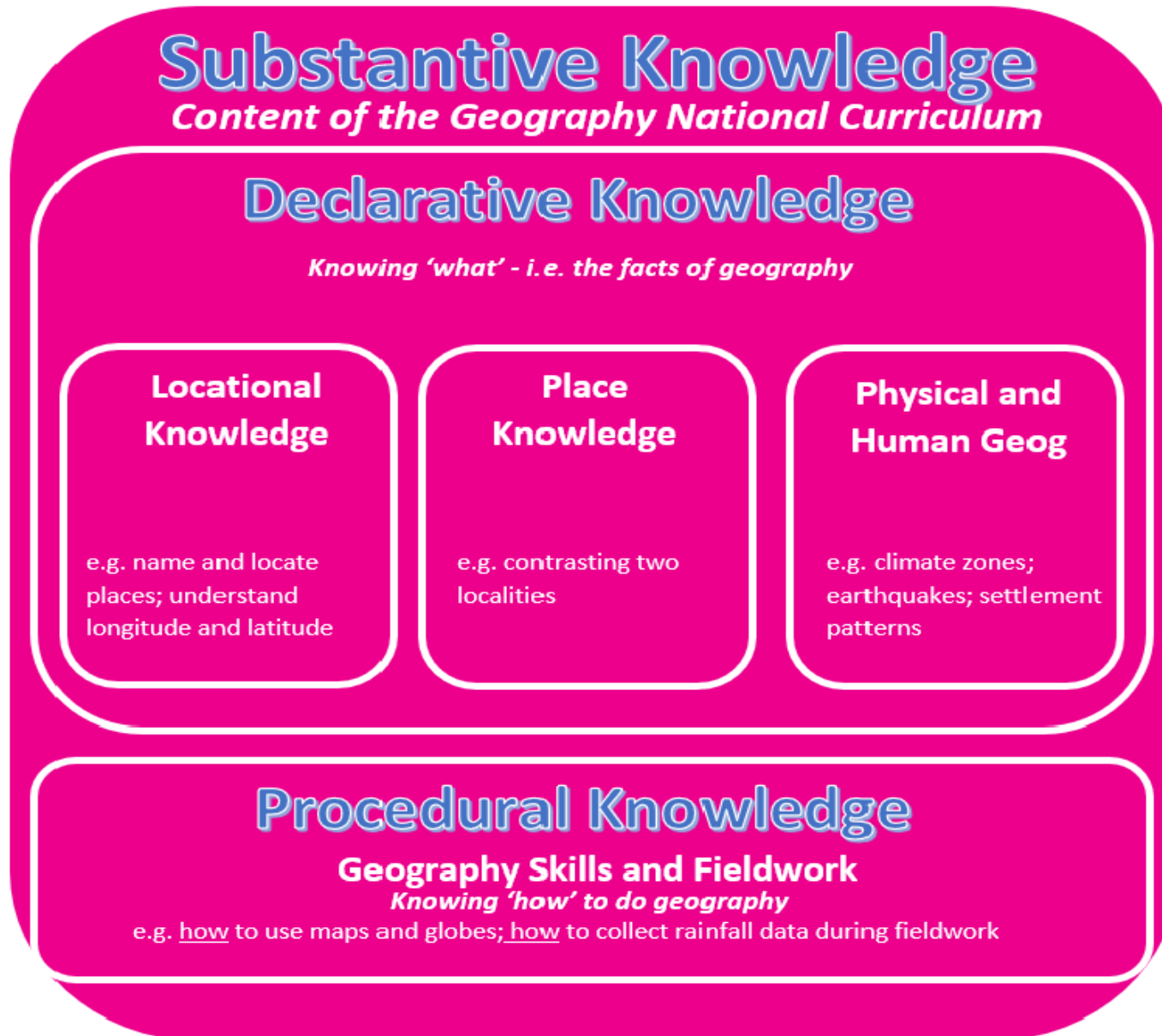


# GEOGRAPHY PROGRESSION MAP

## The Relationship of Different Kinds of Knowledge in Geography



**National Curriculum Programmes of Study and EYFS Framework**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Understanding of the World - Past and Present</b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>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.</p>		<p>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.</p>			
	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world’s seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>		<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>			
	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>		<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>			

**Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE**

**LOCATION KNOWLEDGE**

	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>The Local Area</b>	<p>Know the name of my school.</p> <p>Know the town/city where I live.</p> <p>Know basic relative positional language.</p>	<p>Understand where I live and where my school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards)</p>	<p>Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.</p>	<p>Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight points of a compass, four figure grid references, maps, symbols and keys.</p>			
<b>The UK</b>	<p>Know that England is their home country.</p>	<p>Name and locate the countries in the UK and their capital cities.</p>	<p>Name and locate some of their key features of the four countries of the</p>	<p>Name and locate different types of UK settlements (hamlets,</p>			

	Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities.		UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language and the four main compass directions.	villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols and keys.			
<b>The World</b>	Understand the terms 'land' and 'sea'.	Understand the terms 'continent' and 'seas'; name and locate the world's seven continents and five oceans on a globe or atlas, including understanding the of the terms 'poles' and 'equator'. Recognise and know basic features of the different continents.	Name and locate the countries, continents and surrounding seas of the world. Describe their relative locations and sizes,	Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator'.	Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys. Locate key Earthquake zones of the world, including an Earthquake location study.	Name, locate and understand the significance of the Equator, Northern/Southern Hemisphere, Tropic of Cancer/Capricorn, latitude and longitude, Antarctic/Arctic Circle and different climate zones.	Identify countries of origin of migrant groups to the UK.

**Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE**

**PLACE KNOWLEDGE**

	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Comparisons</b>		Make simple comparisons between familiar environments (e.g. home, school, farm).	Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK.	Study, understand, write about, express opinions about a contrasting non-European country, including the weather, lifestyles, human and physical geography	Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied of a contrasting location.	Study, understand, write about key human and physical similarities and differences between the UK and other world locations, including climate, environmental regions, key physical and human characteristics.	Study, understand and write about the human similarities and differences experienced by migrants leaving their country of origin to live in the UK.

**Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE**

**PHYSICAL GEOGRAPHY**

	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Weather and Climate</b>	Name the four seasons and begin to describe associated weather. Record weather daily.	Identify and describe weather associated with the four seasons. Identify that the North and South poles are cold and the equator is hot. Identify and describe weather associated with the four seasons, including understanding a basic weather forecast.		Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather.	Understand the basic process of global warming, its causes, implications and changes required.	Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert). Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.	
<b>Other Physical Features and Processes</b>		Begin to use basic geographical vocabulary to refer to key physical features of the local area	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.		Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment. Describe and understand key aspects of mountain formation.		

**Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE**

**HUMAN GEOGRAPHY**

	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Settlements and Land Use</b>		Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Understand land use of the local area and Central Business District	Understand the effect of climate on land use and settlements in different areas of the world.		

			Compare cities, towns and countryside.				
<b>Economics, Trade and Resources</b>	Recognise the shops and enterprises in the locality, including being aware of their branding/names.	Understand how food production is influenced by climate.				Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK. Understand fairtrade. Understand global supply chains.	Understand how push/pull factors influence human migration.

**Progression of NC Knowledge, Skills and Understanding - PROCEDURAL KNOWLEDGE**

**GEOGRAPHY SKILLS and FIELDWORK**

	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>World Maps</b>	Locate chosen country/countries of parental heritage on globes/maps. To identify the land and sea on world globes/maps.		Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.	Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities- Brazil/ South America	Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features - Antarctica	Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world.	Use maps to identify countries and routes taken by different groups of migrants.
<b>UK Maps</b>	Locate London on simple maps.	Draw and locate the four countries of the UK and their capital cities a on a UK map or atlas.	Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied.	Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features when comparing regions . in different parts of the world.	

<b>Local/Regional Maps</b>		Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. Construct simple plans with support. Use aerial images to recognise basic and human physical features.		Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features and follow/create a route in the local area; compare different types of local map. Construct detailed plans. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing local land use over time. Create detailed maps and label physical features. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.		
<b>Local Fieldwork</b>	Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area. Make simple models of the locality. Take photos of buildings and places in school and locality (e.g. build a scene).	Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).		Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.			

## GEOGRAPHY UNITS

REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<b>WHAT IS A MAP?</b>	<b>TOWN AND COUNTRY</b>	<b>BRAZIL AND SOUTH AMERICA</b>	<b>EXTREME EARTH</b>	<b>AROUND THE WORLD</b>	<b>HUMAN MIGRATION</b>
	<b>OUR LOCAL AREA</b>	<b>SEAS AND OCEANS</b>	<b>BIRMINGHAM TRADE AND INDUSTRY</b>	<b>ANTARCTICA</b>	<b>CLIMATE CHANGE AND SUSTAINABILITY</b>	

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DISCIPLINARY KNOWLEDGE - 'knowing how we know'</b>							
<b>Asking and Answering Questions</b>	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions.		Ask and respond to geographical questions using evidence to support answers.		Ask and investigate geographical questions, suggesting enquiries to test them.	
<b>Collecting and Interpreting</b>	Draw things they see around them.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.  Understand that geographers learn about the world by observing and collecting data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.  Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.  Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.	
<b>Analysing and Communicating</b>	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.		Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.		Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.	
<b>Evaluating and Debating</b>	Describe their immediate environment and express their views about it, with support.	Express their own views about the people, places and environments studied.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.  Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.  Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	