



# Curriculum Progression Document

# Subject: Geography

The **National Curriculum** for **Geography** aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Key Stage 1

*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.

## Key Stage 2

*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).

- 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.
    - 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.

- 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.
- 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.

Area of Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b> 	<b>National Curriculum Aims / Objectives</b>	To name and locate the world's seven continents.  To name and locate the world's five oceans.	To name, locate and identify characteristics of the four countries of the UK.  To name and locates the seas around the UK.	To name and locate countries and cities in the UK: -Geographical regions -Human and physical features -key topical features	To locate the world's countries using maps to focus on Europe, including Russia: -Locate and identify environmental regions.	To locate the world's countries using maps for North and South America: -Locate and identify environmental regions.	To identify the position and significance of latitude, longitude, equator, Northern hemisphere, Southern hemisphere and tropics of Cancer and Capricorn,

			<i>To name and locate the four capital cities.</i>	<i>-land use patterns and changes over times.</i>	<i>-Human and physical characteristics -Countries and cities</i>	<i>-Human and physical characteristics -Countries and cities</i>	<i>arctic and Antarctic circles, prime Greenwich median, time zones including night and day.</i>
	<b>Supporting Knowledge &amp; Skills</b>	Name and locate the world's seven continents and five oceans. <u>Key vocabulary:</u> world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, Indian Ocean, Arctic Ocean, Pacific Ocean, Atlantic Ocean, Southern Ocean.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  <u>Key vocabulary:</u> United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city.	Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers, land-use patterns and seas, and how a place has changed over time.  <u>Key vocabulary:</u> county, country, town, coast, physical features, human features, mountain, hill, river, sea, land-use.	Locate the world's countries, using maps to focus on Europe concentrating on environmental regions and key physical and human characteristics.  <u>Key vocabulary:</u> country, region, town, coast, physical features, human features, mountain, hill, river, sea, land-use.	Use maps to locate the world's countries with a focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  <u>Key vocabulary:</u> altitude, peaks, slopes, continent, country, city, North America, South America, border, key. atlas, index, coordinates, physical features,	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.  Use longitude and latitude to find locations on a map.  <u>Key vocabulary:</u> climate, tropics,

						human features, mountain, hill, river, sea, land-use.	tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, atlas, index, coordinates, contour, altitude, peaks, slopes.
<p><b>Place Knowledge</b></p> 	<p><b>National Curriculum Aims / Objectives</b></p>	<p><i>To understand geographical similarities and difference through studying the human and physical geography of a small area of the UK.</i></p>	<p><i>To contrast a small area in a non-European country with the UK.</i></p>	<p><i>To understanding geographical similarities and differences through the study of physical and human geography of a region of the UK.</i></p>	<p><i>To understanding geographical similarities and differences through the study of physical and human geography of a region of the European country</i></p>	<p><i>To understanding geographical similarities and differences through the study of physical and human geography of a region of the in North or South America</i></p>	
	<p><b>Supporting Knowledge &amp; Skills</b></p>	<p>Compare a local city/town in the UK with a contrasting city/town in</p>	<p>Compare the UK with a contrasting country in the world. Compare a local</p>	<p>Understand geographical similarities and differences through the study of human</p>	<p>Explore similarities and differences, comparing the human and physical</p>	<p>Understand geographical similarities and differences through the study of human</p>	

		<p>the UK.</p> <p><u>Key vocabulary:</u> capital city, London, Oxford, Bicester, Chesterton, Isle of Sicily, weather, houses, similarities, differences.</p>	<p>city/town in the UK with a contrasting city/town in a different country.</p> <p><u>Key vocabulary:</u> South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>	<p>and physical geography of a region of the United Kingdom.</p> <p><u>Key vocabulary:</u> Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>geography of a region of the UK and a region of Europe.</p> <p><u>Key vocabulary:</u> Holland, Birmingham, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>and physical geography of a region of the United Kingdom and a region of North and South America.</p> <p><u>Key vocabulary:</u> Lake district, peak district. Rio de Janeiro, Grand Crayon, Yellowstone park, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>	
<b>Human and Physical Features</b>	<b>National Curriculum Aims / Objectives</b>	<p><i>To identify seasonal and daily weather patterns in the UK.</i></p> <p><i>To use geographical</i></p>	<p><i>To identify the location of hot and cold areas in the world.</i></p> <p><i>To locate and describe the</i></p>	<p><i>To describe and understand key aspects of:</i></p> <p><u>Physical Geography</u></p> <p>-water cycle</p>	<p><i>To describe and understand key aspects of:</i></p> <p><u>Physical Geography</u></p> <p>-rivers</p> <p>-mountains</p>	<p><i>To describe and understand key aspects of:</i></p> <p><u>Physical Geography</u></p>	<p><i>To describe and understand key aspects of:</i></p> <p><u>Physical Geography</u></p> <p>-climate zones</p>



		<i>vocabulary to refer to key physical and human features.</i>	<i>equator, north and south poles. To use geographical vocabulary to refer to key physical and human features.</i>	<u>Human Geography</u> <i>-types of settlement and land use</i>	<u>Human Geography</u> <i>-distributions of natural resources including energy, food, minerals and water.</i>	<i>-volcanoes, earthquakes, tornadoes, tsunamis</i>  <u>Human Geography</u> <i>-types of settlement and land use</i>	<i>-biomes</i>  <u>Human Geography</u> <i>-economic activity including trade links</i>
	<b>Supporting Knowledge &amp; Skills</b>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p><u>Key vocabulary:</u> Physical – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Human – city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Key vocabulary:</u> Physical – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Human – city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe and understand the water cycle (physical geography).</p> <p>Describe and understand types of settlement and land use (human geography).</p> <p><u>Key vocabulary:</u> climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement,</p>	<p>Describe and understand the physical geography of mountains and rivers.</p> <p>Describe and understand the human geography of types of settlement, land use and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>Key vocabulary:</u> climate, tropics, deforestation, pollution,</p>	<p>Describe and understand the physical geography of volcanoes, tornadoes, tsunamis and earthquakes.</p> <p><u>Key vocabulary:</u> mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado environmental disaster.</p>	<p>Describe and understand the physical geography of climate zones, biomes and vegetation belts.</p> <p>Describe and understand the human geography of types of settlement, land use and economic activity including trade links.</p> <p><u>Key vocabulary:</u> settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar</p>

				settler, site, need, shelter, food.	settlement, settler, site, need, shelter, food. peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain,, river, oxbow lake, erosion, sediment, source, mouth, tributary, stream, lake, pond, sea.		power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, positive, negative, economic, social, environmental.
<p><b>Geographical Skills and Fieldwork</b></p> 	<p><b>National Curriculum Aims / Objectives</b></p>	<p><i>To use world maps, atlas and globes to identify countries, continents and oceans at this key stage</i></p> <p><i>To use locational and directional language.</i></p> <p><i>To describe the location of features and routes on a map. To use aerial photographs and plan perspectives to recognise human and physical features.</i></p>	<p><i>To use world maps, atlas and globes to identify the UK and its countries.</i></p> <p><i>To use simple compass directions</i></p> <p><i>To describe the location of features and routes on a map.</i></p> <p><i>To use aerial photographs and plan perspectives to recognise human and physical features.</i></p> <p><i>To use simple fieldwork and observational skills</i></p>	<p><i>To use maps, atlas, globes and digital/ computer mapping to locate countries and describe features studied.</i></p> <p><i>To use symbols and keys (including the use of ordnance survey maps to build their knowledge of the UK)</i></p> <p><i>To use field work to observe, measure, record and present the human and physical features in the local area using</i></p>	<p><i>To use maps, atlas, globes and digital/ computer mapping to locate countries and describe features studied.</i></p> <p><i>To use the 8 points of a compass.</i></p> <p><i>To use symbols and keys (including the use of ordnance survey maps to build their knowledge of Europe).</i></p>	<p><i>To use maps, atlas, globes and digital/ computer mapping to locate countries and describe features studied.</i></p> <p><i>To use 4 and 6 figure grid references.</i></p> <p><i>To use symbols and keys (including the use of ordnance survey maps to build their knowledge of North and South America).</i></p>	<p><i>To use maps, atlas, globes and digital/ computer mapping to locate countries and describe features studied.</i></p>

		<p><i>To devise a simple map.</i></p> <p><i>To use and construct basic symbols in a key.</i></p> <p><i>*Use simple fieldwork and observational skills to study the geography of their school and its grounds.</i></p>	<p><i>to study key human and physical features of the local environment.</i></p>	<p><i>a range of methods including sketched maps, plans and graphs and digital technologies.</i></p>			
	<p><b>Supporting Knowledge &amp; Skills</b></p>	<p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a</p>	<p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass (4 points) directions and locational and directional to describe the location of features and routes on a map.</p> <p>Use simple</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>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</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and</p>

		<p>range of methods.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: direction, plan, record, observe, aerial view, key, map, symbols, direction, route, journey, the UK, changes, country, human, physical.</p>	<p>fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, world map, country, continent, human, physical, key, map, symbols, direction, position, route, journey, the UK,</p>	<p>Kingdom and the wider world.</p> <p>use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark,</p>	<p>Kingdom and the wider world.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>	<p>knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates,, key, symbol, Ordnance Survey, Silva compass, legend,</p>	<p>digital technologies.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>
--	--	---	--	--	---	--	--

			changes, tally chart, pictogram,	distance, key, symbol, land use, urban, rural, population, coordinates.		borders, fieldwork, measure, observe, record, map, sketch, graph.	
--	--	--	--	--	--	--	--