

# Geography Progression Document



## Key Themes:

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills and Fieldwork (Disciplinary)
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## Geography Curriculum Overview

EYFS	<p><b>Nursery</b></p> <p><b><u>Knowledge and Understanding of the world</u></b></p> <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>Discuss routes and locations, using words like 'in front of' and 'behind'</li> </ul> <p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary (including geographical stories that build rich schemata)</li> </ul> <p><b><u>Personal, Social and Emotional Development</u></b></p> <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul>	<p><b>Reception</b></p> <p><b>ELG: Understanding the World – People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>ELG: Understanding the World – The Natural World</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p><b>ELG: Understanding the World – People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>ELG: Understanding the World – The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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[Geography Vocabulary](#)

## Substantive Knowledge

	Autumn	Spring	Summer
Year 1	<p><b>Our Local Area</b></p> <p>What country is my local area in?            What is my local area like?            What will I see in my local area?            What does my local area look like on a map?            What types of houses are in my local area?            What jobs do people do?            How could I make my local area better?</p> <p>Key vocabulary: <b>local area, map, physical and human features</b></p>	<p><b>Weather</b></p> <p>What is weather?            What is the weather like in our country and our local area?            How does the weather affect us?            What is a weather forecast and what does it tell us?            Can weather be dangerous?            What are some countries hot and some cold?</p> <p>Key vocabulary: <b>seasons, equator, weather</b></p>	<p><b>Countries of the UK</b></p> <p>Where in the world do I live?            What are the four countries in the UK?            What are the key features of the UK?            What are the capital cities in the UK?            What are the similarities and differences between two capital cities in the UK?</p> <p>Key vocabulary: <b>United Kingdom, England, Scotland, Northern Ireland, Wales, village, town, city, coastal, country</b></p>
Year 2	<p><b>Mapping</b></p> <p>What is a map and are they all the same? What do we use them for?            What features are used on a map?            What is a compass and how does it work? (North, South, East, West)            If we were to plan a map for the local area what features would we have to include?            What does my school look like on a map?</p> <p>Key vocabulary: <b>compass, North, South, East, West, map</b></p>	<p><b>What a Wonderful World</b></p> <p>What are the continents of the world called?            What are the oceans of the world called?            How do you create a journey around the world? What continents and oceans would you cross?            Where and what are the North and South Poles? What is the weather like there?            What continent do I live in and what are some of the key features?</p> <p>Key vocabulary: <b>ocean, country, continent</b></p>	<p><b>Let's go to China</b></p> <p>Where is China? (focus on continents and oceans)            What are the physical features of China and do they look the same as the UK?            What is life like in China?            Compare and contrast human and physical features of Beijing and London. Include weather, culture, land use, my school, your school.</p> <p>Key vocabulary: <b>river, physical feature, human feature, village, town, city, costal</b></p>
Year 3	<p><b>Land Use, Economic Activity and Travel</b></p> <p>What does my local area look like on a sketch map?            What human and physical features are in my local area?            Why do we need a key for maps and what do they tell us?            How is land used in rural and urban areas of the UK?            How is land used for farming in the UK?</p> <p>Key vocabulary: <b>land use, agriculture, settlement, human feature, physical feature,</b></p>	<p><b>Active Planet</b></p> <p>What are the layers of the Earth?            What are the parts of a volcano?            What is the difference between an active, dormant and extinct volcano?            Where would you find volcanoes or earthquakes around the world?            What are the types of tectonic plate boundaries?            What are the advantages and disadvantages of living near a volcano?</p> <p>Key vocabulary: <b>tourism, tectonic plate boundaries, metamorphic rock</b></p>	<p><b>The UK</b></p> <p>What are the countries and cities of the UK?            What and where are some counties in the UK?            Where are key physical features (e.g. rivers, mountains) located in the UK?            What and where are the high ground areas in the UK?            How has the UK and London changed over time?</p> <p>Key vocabulary: <b>counties, topographical map, atlas</b></p>
Year 4	<p><b>Let's Explore Italy</b></p> <p>How is the world represented on maps and globes? (longitude etc. inc. continents and oceans)            What are the key features of the UK and my region?            What are Europe's human and physical features, including countries and capital cities?</p>	<p><b>Vanishing Rainforest</b></p> <p>Where are rainforests located around the world?            What are the layers of the rainforest?            How do people benefit from the rainforest?            How do indigenous tribes live in the rainforest?</p>	<p><b>Digital Mapping</b></p> <p><b>Introduction to Digital Maps:</b></p> <p>How can we use digital maps to explore the world around us?            What are the advantages of digital maps compared to paper maps?</p>

	<p>What are the key geographical features of Italy?  What are the key physical features of Campania, Italy and how do they compare to my region?  What are the key settlements (in depth) in Campania, Italy and how do they compare to my region?  How is the land used in Campania, Italy, what are the economic activities and how do they compare to my region?  What are the similarities and differences between my region and Campania, Italy?</p> <p><b>Key vocabulary: climate, Europe, economy, region</b></p>	<p>What are the causes and effects of deforestation?</p> <p><b>Key vocabulary: Tropic of Cancer, Tropic of Capricorn, deforestation</b></p>	<p>How can we practise navigating and using the basic tools of a digital map?  <b>Virtual Field Trips:</b>  What geographical features can we observe during our virtual field trips?  How do landscapes vary across different regions of the world?  What questions can we ask about the places we visit virtually?</p> <p><b>Key vocabulary: Digital Maps, Online Map, Zoom, Pan , Layers, GPS, Satellite Imagery</b></p> <p><a href="https://teach-with-gis-uk-esriukeducation.hub.arcgis.com/pages/teach-with">https://teach-with-gis-uk-esriukeducation.hub.arcgis.com/pages/teach-with</a></p>
Year 5	<p><b>Marvellous Maps</b></p> <p>How could you travel to another part of the world?  Why are keys and symbols used on a map?  What can you use on a map to help you locate physical and human features?  How can you navigate to China using a compass and grid references?  How could you use a map to help you plan a route?</p> <p><b>Key vocabulary: longitude, latitude, Ordnance Survey Map, the Prime/Greenwich Meridian and time zones</b></p>	<p><b>Existing, Endangered and Extinct</b>  What is a biome?  What factors contribute to habitat loss?</p> <p><b>Zero CarbonProject</b></p> <p>Climate change: What is it and why is it happening?  The Impacts: Why does climate change matter?  Changemakers: Who is taking action to reduce climate change?  Inspiring action: How can we use our voices to inspire action?  Carbon emissions: Why are we investigating our carbon footprint?  Energy: How does turning on a light create carbon emissions?  Travel: What impact does the way we travel have on climate change?  Food: How do our school meals increase our carbon footprint?  Purchasing: Does a new pen have an impact on climate change?</p> <p><b>Key vocabulary: Carbon footprint, climate change, carbon emissions, energy</b></p>	<p><b>My Region and the Western United States</b></p> <p>What are the geographical gestures of the UK and South East region?  What is the main economic activity of the states in the West United States?  What is the water cycle?  What are rivers?  What are mountains?  What are the biomes and climate zones of the Western United States?  What are the vegetation belts of the Western United States?  What are the key settlements in the Western United States and how do they compare to my region?  What are the similarities and differences between my region and the Western United States?</p> <p><b>Key vocabulary: biome, biodiversity, tundra, vegetation, Water Cycle</b></p>
Year 6	<p><b>The Economic Activity of the UK</b></p> <p>What are the key geographical features of the UK?  What are the main sectors of the UK economy?  How sustainable is agriculture in the UK?  How sustainable is energy generation in the UK?  How sustainable is water production in the UK (case study: reservoirs and importing water –Scilly Isles)?  How does the global market affect the economic activity of the UK? (Case study: rare earth mineral shortages impact on tech production.)  How does automation affect the economic activity of the UK? (Case study: Car production in the UK)  How sustainable is waste management in the UK? (Case study: Sewage pollution in Scarborough)  How does healthcare affect the economic activity of the UK? (Case study: COVID-19)  How does transportation affect the economic activity of the UK? (Case study: HS2)  How can we present the information we have gathered to answer the key question: How sustainable is the economic activity of the United</p>	<p><b>Geographical Skills</b></p> <p><b>Digital Maps:</b>  How can we use digital maps to explore both physical and human features in the world around us? And the local area?  How do digital maps differ? What geographical aspects are shown?  How can we use digital maps to discuss economic activity, climate zones, population, physical features?</p> <p><b>Virtual Field Trips:</b>  How can digital maps be used to identify physical and human features in the local area? In differing areas?  How can digital maps be used to record fieldwork observations?  What questions can we ask about the places we visit virtually?</p> <p><b>Key vocabulary: Digital Maps, Online Map, Zoom, Pan , Layers, GPS, Satellite Imagery</b></p> <p><a href="https://teach-with-gis-uk-esriukeducation.hub.arcgis.com/pages/teach-">https://teach-with-gis-uk-esriukeducation.hub.arcgis.com/pages/teach-</a></p>	<p><b>Amazing Americas</b></p> <p>Where are major cities in South America? What are some human and physical features in the Americas?  What effect does climate and biomes have on wildlife and vegetation in the Americas countries?  What are the similarities and differences between my region and some countries in the Americas?  What are the locations of the new wonders of the world?</p> <p><b>Key vocabulary: urbanisation, globalisation, primary, secondary, tertiary and quaternary sectors</b></p>

	Kingdom?  Key vocabulary: <b>Economic activity, minerals, population density, sustainable, waste management</b>	<a href="#">with</a>	
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## Disciplinary Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>  (name and locate)	<p>Name and locate the four countries of the <b>UK (England, Ireland, Scotland, Wales)</b>.</p> <p>Name and locate the capital cities of the <b>UK (London, Dublin, Edinburgh, Cardiff)</b>.</p> <p>Identify some features (e.g. landmarks and flags) of the four countries of the UK.</p> <p>Show on a map which country they live in and what its capital is.</p> <p>Describe and locate the features and routes of the local area on maps.</p>	<p>Name and locate the surrounding seas of the <b>UK (English channel, North Sea, Irish Ocean, Atlantic Ocean)</b>.</p> <p>Name and locate the <b>world's</b> seven continents and five oceans.</p> <p>To know they live in the continent of Europe.</p>	<p>Name and locate the countries and main cities of the UK.</p> <p>Name and locate countries of <b>Europe (Italy)</b>.</p> <p>Name and locate the Equator, Northern and Southern Hemisphere.</p>	<p>Name and locate countries and cities of the UK.</p> <p>Name and locate countries of <b>Europe (Italy, Sweden, Denmark, France, Germany)</b>.</p> <p>Know the UK's time zone Green Mean Time (GMT) and its relation to the world time zones.</p> <p>Name and locate the three climate zones of the world: Polar, Temperate and Tropical</p>	<p>Name, locate and give detailed descriptions of the features (including hills, mountains, coats, rivers and land use) of a location (the UK) drawing on a range of resources.</p> <p>Name and locate countries of Europe on a world map.</p> <p>Use longitude, latitude, coordinates to locate on a map.</p> <p>Name and locate the countries of <b>North and South America and Europe (Russia)</b>.</p>	<p>Describe and give an opinion of the characteristic feature of a location (the UK, compared to another country in the world) - imports/exports, rivers.</p> <p>Name and locate countries of <b>North, South and Central America (El Salvador)</b>.</p> <p>Name and locate countries in <b>Africa (Egypt, Iraq, Baghdad)</b>.</p>
<b>Place knowledge</b>  (similarities and differences of contrasting places, comparisons)	<p>Observe and describe the human and physical geography of a small area of the United Kingdom. <b>Cheam/Worcester Park.</b></p> <p>Know if a place is a city, town or village and say if it is coastal, rural, urban.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of <b>London and Beijing in China</b>.</p> <p>Identify the main differences between a town/city and the countryside (urban/rural).</p>	<p>Compare physical and human features in the UK (<b>compare Worcester Park/London to a rural setting in the UK</b>).</p> <p>Compare physical and human features in the UK with a <b>non-European country (Egypt)</b>.</p> <p>To begin to use topographical maps to</p>	<p>Describe and compare geographical regions and using topographical features and land use patterns and know how some of these aspects have changed over time.</p> <p>Know how the locality of the school has changed over time.</p>	<p>Describe how locations around the world are changing and begin to explain what is causing these changes (distribution, climate change, population increase, globalisation - revisit the impact of weather).</p> <p>Compare places in the UK to places in the wider</p>	<p>Explain some of the reasons for change in locations around the world (globalisation, urbanisation, climate change - need to revisit weather first).</p> <p>Know some of the reasons for geographical similarities and differences between countries - Rivers</p>

			compare settlements and land uses in the UK.	Compare human and physical characteristics of places within <b>Europe</b> .	<p>world - what physical features do these places have in common.</p> <p>Know some of the reasons for geographical similarities and differences between countries (<b>Colorado River Vs Hogsmill River</b>).</p>	( <b>Amazon, Kongo, Mississippi, Ob, Nile, Thames, rivers of Europe</b> ) - and the impact this has on communities/the country.
<b>Human and Physical Geography</b>	<p>Identify seasonal/daily weather patterns in the UK.</p> <p>Know the main weather symbols.</p> <p>Know which is the hottest and coldest season in the UK.</p> <p>To know that different parts of the UK experience different weather patterns.</p> <p>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</p> <p>Use basic geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p> <p>To know that physical features means any feature of an area that is on the Earth naturally.</p> <p>To know that human features means any feature of an area that is on the Earth because it was made by humans.</p>	<p>Know the location and features of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>To know that the equator is an imaginary line around the middle of the Earth.</p> <p>To know that the North Pole is the more northern point of the Earth and the South Pole is the most Southern point.</p> <p>To know that because it is the widest part of the Earth the equator is much closer to the sun than either of the Poles and therefore they will experience different weathers.</p> <p>Use basic geographical vocabulary to refer to key physical features (<i>inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</i>) and human features (<i>inc city, town, village, factory, farm, house, office, port,</i></p>	<p>Know how the earth is made up - <b>core, outer core, mantle, crust, tectonic plate and fault lines</b>.</p> <p>Know the difference between weather and climate.</p> <p>Identify physical features of a location (<b>Egypt, London, Italy</b>) rivers, mountains, earthquakes.</p> <p>Identify human features of a location (<b>rural vs urban setting, London.</b>).</p>	<p>Identify countries of Europe's main physical and human characteristics.</p> <p>Know what a biome is and name some types ie aquatic, grassland, forest, desert and tundra.</p> <p>To explain some reasons behind the UK weather patterns.</p>	<p>Identify how physical features affect human activity within a location.</p> <p>Know and understand: Physical geography: climate zones, biomes and vegetation belts, mountains and <b>rivers</b> - sources of a river, features of a river, where rivers are located, comparing rivers around the world, vegetation surrounding rivers</p> <p>Human geography -settlements, land use, trade links and fair trade.</p> <p>The water cycle</p>	<p>Identify and describe how a physical feature affects human activity.</p> <p>Physical geography - climate zones, weather, biomes and vegetation belts, rivers</p> <p>Human geography - trade, fair trade (<b>import, export, trade, goods</b>), wonders of the world, tourism</p>

	<p><i>Key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop)</i></p>	<p><i>harbour, shop) of a contrasting non-European country - <b>China</b>. (London and Beijing)</i></p> <p>Identify land use around the school.</p>				
<b>Geography Skills: Fieldwork</b>	Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.	Observe and record human and physical features in the local area (Worcester Park).	Carry out research, such as a survey, to discover features of a location.	Start to use different types of fieldwork sampling to observe, measure and record human and physical features in a local area.	Use different types of fieldwork sampling to observe, measure and record human and physical features in a local area.
<b>Geography Skills: Enquiry and investigation</b>	<p>Begin to ask geographical questions such as 'why is this place like this?'. Asking simple questions about features of their school and grounds.</p>	<p>Ask geographical questions such as 'why is this place like this?', 'how is this place changing?'. Collect quantitative data through a small survey of a local area to answer an enquiry question.</p>	<p>Ask geographical questions such as 'why is this place like this?', 'how is this place changing?', 'how are other places affected?'</p>	<p>Ask geographical questions such as 'why is this place like this?', 'how is this place changing?', 'how are other places affected?'</p>	<p>Ask geographical questions such as 'why is this place like this?', 'how is this place changing?', 'how are other places affected?', 'how have humans had an impact?'</p>	<p>Ask geographical questions such as 'why is this place like this?', 'how is this place changing?', 'how are other places affected?', 'how have humans had an impact?'</p>
<b>Geography Skills: Interpret a range of sources of Geographical Information</b>	Use photographs to recognise landmarks and basic human and physical features.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Begin to establish whether the geographical questions posed, the methods used, and the answers found are valid.</p>	<p>Start to explain the effectiveness of different geographical representations e.g. aerial view and topological maps.</p> <p>Begin to establish whether the geographical questions posed, the methods used, and the answers found are valid.</p>	<p>Explain views on the effectiveness of different geographical representations e.g. aerial view and topological maps.</p> <p>Establish whether the geographical questions posed, the methods used, and the answers found are valid.</p>	<p>Analyse and explain views on the effectiveness of different geographical representations e.g. aerial view and topological maps.</p> <p>Establish whether the geographical questions posed, the methods used, and the answers found are valid.</p>
<b>Geography Skills: Communicate Geographical Information</b>	Use simple recording techniques to express their feelings about a specific place and explain why they like/dislike some of its features.	Present data in simple tally charts or pictograms commenting on what the data shows.	Start to present their research findings E.g., reports, brochures, drama, art.	Research and collect information about a place and present it, e.g., a report, a poster, a brochure.	<p>Find possible answers to their own geographical questions.</p> <p>Present their research through self-selected representations, e.g., reports, leaflets, drama, art, multimedia.</p>	<p>Find possible answers to their own geographical questions.</p> <p>Choose the best way to collect information needed and decide the most appropriate units of measure.</p>

<b>Geography Skills: Mapwork</b>	<p>Use world maps and globes to identify the United Kingdom and its countries, the equator, North and South Poles.</p> <p>Devise simple picture maps.</p>	<p>Use maps, atlases and globes to identify the world's seven continents and five oceans.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Take digital photographs of geographical features in the locality.</p>	<p>Using a range of maps and atlases to locate countries of the UK and describe the features.</p> <p>Use some basic map symbols.</p> <p>Label the same features on an aerial photograph as on a map.</p> <p>Create a sketch map of the local area.</p>	<p>Using a range of maps and atlases, including digital maps, to locate countries of the UK and describe the features.</p> <p>Use map symbols.</p> <p>Find the same place on a globe, atlas or map.</p>	<p>Using a range of maps and atlases, including digital maps, to locate countries of Europe and describe the features.</p> <p>Use Ordnance Survey map symbols.</p> <p>Confidently explain a scale when using a map.</p>	<p>Create maps of locations identifying patterns such as land use, climate zones, populations densities, height of land.</p> <p>Use Ordnance Survey map symbols.</p> <p>Confidently explain a scale and use maps with a range of scales.</p> <p>Use maps to answer questions.</p>
<b>Geography Skills: Mapwork (direction/location)</b>	<p>Begin to identify North, South, East and West on a compass.</p>	<p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Begin to use eight points of a compass.</p> <p>Use a simple grid reference such as A1 B1.</p>	<p>Begin to use eight points of a compass, symbols and keys to communicate knowledge of the UK.</p> <p>Start to use four figure grid references.</p> <p>Accurately plot North, East, South, West on a map.</p>	<p>Use eight points of a compass, four figure grid references, symbols and keys to communicate knowledge of the wider world.</p> <p>Plan a journey to a place.</p> <p>Use grid references to locate on a map.</p>	<p>Use eight points of a compass, four figure grid reference, ordnance survey maps (physical and digital) and symbols to communicate geographical knowledge.</p> <p>Plan a journey to a place in another part of the world, taking account of some variables, such as transport, money, clothes, time, distance, circumstance.</p> <p>Use and create grid references to locate on a map.</p>	<p>Use eight points of a compass, four figure grid reference, ordnance survey maps (physical and digital) and symbols to communicate geographical knowledge.</p> <p>Plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance.</p> <p>Use and create grid references to locate on a map.</p>

<b>KS3 National Curriculum</b>	
<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</li> <li>To understand geographical similarities, differences and links between places through the study</li> </ul>	<p><b>Disciplinary knowledge</b></p> <ul style="list-style-type: none"> <li>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> <li>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from</li> </ul>

<p>of human and physical geography of a region within Africa, and of a region within Asia</p> <ul style="list-style-type: none"><li>• To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</li><li>• To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li><li>• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li><li>• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</li><li>• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale,</li></ul>	<p>geographical data, using multiple sources of increasingly complex information.</p> <ul style="list-style-type: none"><li>• 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</li></ul>
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