



Drake Primary School and Little Pirates

Geography Knowledge Progression

	EYFS	KS1	LKS2	UKS2
Geography projects	<p>Local area</p> <p>Farming</p> <p>Maps</p> <p>City and countryside</p> <p>Food from around the world</p> <p>Cultures and countries</p>	<p>YEAR 1: Thetford & Norwich- local area. Compare similarities and differences between Thetford and Cape Town. Weather patterns in UK.</p> <p>YEAR 2: Geography of UK 7 continents and 5 oceans Compare UK to Australia. North pole and South pole. Maps.</p>	<p>YEAR 3: Rivers (river Thet and river Amazon). Water cycle.</p> <p>YEAR 4: Mountain ranges (Himalayas and Andes). Coastlines. Volcanoes and earthquakes.</p>	<p>YEAR 5: OS maps Egypt</p> <p>YEAR 6: Polar regions Mexico</p>

<p>Locational knowledge</p>	<p>Pupils develop their understanding of the world around them by learning about their immediate environment.</p> <p>Children can: Use maps to explore and describe the immediate environment.</p> <p>Key vocab: environment, place, quiet, busy, same, different, similar, home.</p>	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can: Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh, capital city town, city, village, sea, beach, hill, mountain, English Channel, North Sea, Irish Sea, Atlantic Ocean, world map, continent, ocean, Europe, Africa, Asia, Australia, North America, South America, Antarctica, Atlantic, Pacific, Indian, Southern, Arctic Oceans</p>	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum</p> <p>Children can: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum</p> <p>Children can: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>
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<p>Place knowledge</p>	<p>Pupils develop their understanding of the world around them by learning about different cultures and communities as well as the natural world.</p> <p>Children can: 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>Key vocab: environment, place, hot, cold, far away, close, natural, similar, same, different, busy, quiet, countryside, city, seaside.</p>	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum 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.</p> <p>YEAR 1: Compare Thetford to a Non-European city (Cape Town). Compare similarities and differences of Thetford and Cape Town.</p> <p>YEAR 2: Compare UK and Australia project</p>	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK with an area outside of the UK.</p> <p>KS2 Geography National Curriculum 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.</p> <p>YEAR 3: Compare River Thet and Amazon river</p> <p>YEAR 4: Compare Himalayas to Andes.</p>	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum 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.</p> <p>YEAR 5: Compare UK and Greece</p> <p>YEAR 6: Compare UK with Mexico</p>
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<p>Fieldwork and skills</p>	<p>Children can begin to use geographical skills and communicate geographical information in some different ways.</p> <p>Children can: Describe their immediate environment using knowledge from maps.</p> <p>Use stories, non-fiction texts and maps to help them find out about similarities and differences between life in this country and other countries.</p> <p>Key vocab: map, key, forwards, backwards, left, right, route, move, direction.</p>	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>KS1 Geography National Curriculum 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.</p> <p>Children can: Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use simple compass directions and locational and directional to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple 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>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>KS2 Geography National Curriculum 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.</p> <p>Children can: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 4 points of a compass, basic grid references, symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p>	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p>KS2 Geography National Curriculum 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.</p> <p>Children can: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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<p>Human and physical geography</p>	<p>Children will develop their understanding of the world around them by learning about some of its human and physical geography.</p> <p>Children can: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Explore the natural world around them, making observations and drawing pictures. Key vocab: hot, cold, Spring, Summer, Autumn, Winter, seasons, weather, county side, hill, seaside, beach, sea, similar, same, different, compare, weather, city, countryside, busy, quiet.</p>	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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.</p> <p>Children can: Use basic geographical vocabulary to refer to key physical features, including: season, weather, snow, Artic, Antarctic, polar, freezing, temperature, degrees, Celsius</p>	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. Children also learn about the different types of mountains.</p> <p>KS2 Geography National Curriculum Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Children can: Describe and understand key aspects of: Physical geography, including: climate zones, coasts and the water cycle. Use key vocabulary to demonstrate knowledge and understanding in this strand: evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, beach, cliff, coastal erosion, deposition, sea defenses, groynes, sea wall, revetments, gabion, break waters, mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicenter, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, peak, plateau, fold mountain, fault-block, mountain, dome mountain, volcanic mountain, plateau mountain, upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary, Coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit.</p> <p>YEAR 3: Rivers YEAR 4: Mountains and coastlines</p>	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.</p> <p>KS2 Geography National Curriculum Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental.</p> <p>YEAR 6: Polar landscapes</p>
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