**Draft 1 Geography Progression Map**

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|  | **Concept Strands** | | | |
|  | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical skills and fieldwork** |
| **Nursery**  **(see also Development matters-Understanding the World)** | Know that there are different countries in the world. | Talk about the differences in different countries they have experienced or seen in photos. | Use all their senses to find out about and make observations about their environment and talk about these observations using a wide vocabulary. | Talk about the need to respect and care for the natural environment and all living things. |
| **EYFS**  **(see also Development matters-Understanding the World)** | Recognise and talk about some similarities and differences between life in this country and life in other countries. | Understand that some places are special to members of their community. | Recognise that some environments that are different to the one in which they live. | Draw information from a simple map. |
| **When Covered** | How do I get there?  Which animals amaze you?  Can I tell you about different places? | What’s your favourite colour?  Which animals amaze you?  Can I tell you about different places? | What’s your favourite colour?  Can I tell you about different places? | How do I get there? |
| **KS1**  **Substantive knowledge (to be personalised to your curriculum)** | Develop contextual knowledge of the location of globally significant places. Develop knowledge about the world, the United Kingdom and their locality. | Develop contextual knowledge of the location of globally significant places. Develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. | Children will understand key physical and human geographical features of the world. They will identify seasonal and daily weather patterns. | Can interpret geographical information from a range of sources. Communicate geographical information in a variety of ways. |
| **KS1**  **Disciplinary**  **knowledge/skills** | \*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  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, capital city, world map, continent, ocean. | \*Compare the UK with a contrasting country in the world;  \*Compare a local city/town in the UK with a contrasting city/town in a different country;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand:, compare, capital city, , country, population, weather, similarities, differences, farming, culture, river, desert, volcano. | \*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;  \*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;  \*Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | \*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;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. |
| **When Covered**  **(at the moment potentials)** | Which cities are important in the UK?  Where in the world would you find pirates?  How is living in Madagascar different from living here?  What lives in the oceans? | Where in the world would you find pirates?  Is the town or the country better- why?  How is living in Madagascar different from living here? | What is special about where we live?  Is the town or the country better- why?  Would you rather live in the town or the country?  What lives in the oceans? | Where in the world would you find pirates?  What is special about where we live?  What lives in the oceans? |
| **Lower KS2**  **Substantive knowledge**  **(to be personalised to your curriculum)** | Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.  Develop contextual knowledge of the location of globally significant places – both terrestrial and marine.  Develop their understanding, recognising and identifying key physical and human geographical features. | 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 | Locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.  Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. | Collect, analyse and communicate a range of data gathered through fieldwork that deepens understanding of geographical processes. Interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). |
| **Lower KS2**  **Disciplinary**  **knowledge/skills** | \*Locate the world’s countries, using maps, concentrating on environmental regions and key physical and human characteristics;  \*Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;  \*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 key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. | \*Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;  \*Explore similarities and differences, comparing the human geography of a region of the UK and a contrasting environment.  \*Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;  \*Explore similarities and differences comparing the physical geography of a region of the UK and a contrasting environment such as a region of North America.  \*Use key vocabulary to demonstrate knowledge and understanding in this strand:, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. | Describe and understand key aspects of:  \*physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;  \*human geography, including: types of settlement and land use;  \*use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. | \*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;  \*Use 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;  \*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. |
| **When Covered**  **(at the moment potentials)** | *Where would you make a settlement on Dartmoor?*  *Is there a difference between where winter and summer Olympics are held?*  *What evidence of Roman life can we still see today?*  *Why did the Egyptians settle along the Nile?* | *Where would you make a settlement on Dartmoor?*  *Why do explosions and earthquakes happen?*  *What features do you find rivers or by coasts?* | *Why do explosions and earthquakes happen?*  *Is there a difference between where winter and summer Olympics are held?*  *Why did the Egyptians settle along the Nile?* | *Where would you make a settlement on Dartmoor?*  *When and where do earthquakes happen?*  *What evidence of Roman life can we still see today?*  *What features do you find rivers or by coasts?* |
| **Upper KS2**  **Substantive knowledge**  **(to be personalised to your curriculum)** | Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe and South America.  Begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.  Develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. | 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 South America. | Locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Understand how these are interdependent and how they bring about spatial variation and change over time. Deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. | Become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth’s features at different scales are shaped, interconnected and change over time. |
| **Upper KS2**  **Disciplinary**  **knowledge/skills** | \*Use maps to locate the world’s countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;  \*Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, South America, border, key. | \*Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of South America;  \*Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region of South America;  \*Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. | Describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, mountains 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;   \*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, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. | \*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;  \*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. |
| **When Covered**  **(at the moment potentials)** | *What impact does the war have on landscapes?*  *Why is the Earth unique in the solar system?*  *Why did the Vikings leave Scandinavia?*  *What would we eat if we didn’t have imports?* | *What impact does the war have on landscapes?*  *How is life different in South America?*  *Why did the Vikings leave Scandinavia?*  *What would we eat if we didn’t have imports?* | *Why is the Earth unique in the solar system?*  *How is life different in South America?*  *What would we eat if we didn’t have imports?*  *Was Plymouth more important in Tudor times than today?* | *What impact does the war have on landscapes?*  *How is life different in South America?*  *Why did the Vikings leave Scandinavia?*  *Was Plymouth more important in Tudor times than today?* |