

Geography Knowledge Progression Document

Features

At EYFS, the knowledge progression takes full account of the Early Learning Goals of:

- People, culture and communities
- The Natural World

At both key stages the knowledge progression takes full account of the natural curriculum's strands of:

- Locational Knowledge
- Place Knowledge
- Human and Physical geography
- Geographical skills and fieldwork

EYFS and National Curriculum Subject Content

Strand	People, Culture and Communities		The Natural World	
EYFS	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • 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>EYFS and National Curriculum Subject Content</p>		<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • 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; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
Strand	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
Key Stage 1	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Key human features, including: city, town, village, factory, farm, 	<ul style="list-style-type: none"> • 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 (eg: near and far, left and right) to describe the location of features and routes on a map • Use aerial photos 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

				<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the
Strand	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
Key Stage 2	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
Reception	People, Culture and Communities		The Natural World	
Substantive Knowledge	<p>-To know how to talk about some of the things I have observed such as plants, animals, natural and found objects</p> <p>To know how to recognise a map</p> <p>To know how to get information from a simple map</p> <p>To know how to explain same and different</p> <p>To know how to compare between life in this country and life in other countries – weather, animals, space, etc</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and – when appropriate - maps</p>		<p>To know how to show care and concern for living things and the environment</p> <p>To know that changes happen in Autumn</p> <p>To know how to describe their home environment</p> <p>To know to how to describe what they see, hear and feel whilst outside in linked sentences</p> <p>To know that changes happen in Winter</p> <p>To know that water changes to ice and ice to water</p> <p>To know how to show care and concern for living things and the environment</p> <p>To know how to describe our school environment</p> <p>To know how to start to develop an understanding of growth, decay and changes over time.</p> <p>To know that changing seasons have an effect on the natural world around them.</p> <p>To know that changes happen in Spring</p> <p>To know how to make observational drawings</p> <p>To know how to recognise some environments that are different to the one in which they live.</p> <p>To know how to compare contrasting environments</p> <p>To know that changes happen in summer</p>	

Disciplinary Knowledge	Describe their immediate environment using from observation, discussion, stories, non-fiction text and maps	To know how to ask questions about aspects of my familiar world To know how to talk about some of the things I have observed such as plants, animals, natural and found objects. To know how to ask questions (why) about aspects of my familiar world such as the place where I live or the natural world. To know how to talk about why things happen and how things work
	Vocabulary Weather , Rain , Snow , Cloud , Same , Different	Vocabulary Spring , Summer , Autumn , Winter

Year 1	My home my town	Thunderbolts and lightning	Explorers Discover the world!	Everchanging Environments
Substantive Knowledge	<ul style="list-style-type: none"> -Know how to identify the main differences between a city, town and village -To know how to recognise familiar landmarks from aerial photographs -To know how to identify key human features in the locality e.g. shop house farm -Know how to say their address, including postcode -To know places and locations look different when viewed from above 	<ul style="list-style-type: none"> -Know how to name the four countries that make up the UK -Know that each country in the UK has a capital city -Know how to say which is the hottest and which is the coldest season in the UK -To know how to begin to explain why they would wear different clothes at different times of the year and for different weather -To know how daily weather patterns, affect our lives in the UK -Know how to recognise main weather symbols -Know how to identify where the equator, North Pole and South Pole are on a globe 	<ul style="list-style-type: none"> -To know that the UK is an island surrounded by 3 main seas -Know how to identify which is N, E, S and W on a compass -Know how to name and locate the seven continents of the world on a world map 	<ul style="list-style-type: none"> -To know that weather changes throughout the year and it can be observed -To know the weather associated with each season -To know that the length of the day changes throughout the year. <p>*make links to Thunderbolts and Lightning learning.</p>
Disciplinary Knowledge	<ul style="list-style-type: none"> -To know that places can be shown on a map and maps can be used by others to find out about a location - To know to make a simple map of the environment 	-Know how to identify hot and cold places in the world		
Oracy	City Town Village Beach Sea Hill River Photograph Landmark	England Wales Scotland Northern Ireland Capital City Hot Cold Wet North Pole South Pole Equator	North Sea English Channel Irish Sea North East South West Compass	Change Sun Daytime Night time
Year 2	The Harbour		A Wonderful World	
Substantive Knowledge	<ul style="list-style-type: none"> -Know how to name and locate the five oceans of the world on a world map -Know how to name and locate the four capital cities of England, Wales, Scotland and Northern Ireland -Know how to name and locate the Channel, North Sea and Irish Sea -Know how to identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach -Know how to explain some of the advantages and disadvantages of living in a city or village. 		<ul style="list-style-type: none"> -Know how to use the terminologies: left and right; below, next to -To know how to label a compass with the four compass points 	

	-To know how to identify key human features beyond their locality e.g. city, town, village, port, harbour -To know there are hot and cold areas of the world in relation to the Equator and the North and South poles -To know physical features are similar and differ from places in the wider world e.g. mountain, forest, valley, coast, ocean.		
Disciplinary Knowledge	-To know how to locate oceans and continents on a map/globe -To know that different locations share geographical similarities and differences and to be able to articulate these -Know how to recognise main differences between a place in England and that of a small place in a non-European country		-To know how to use locational and directional language to describe a location or route -To know how to create a map using symbols in a key
Oracy	Pacific Atlantic Indian Arctic Antarctic London Edinburgh Cardiff Belfast Mountain Island Forest Valley Coast Ocean North Pole South Pole		Location Map Compass Route Left Right Symbol Key
Year 3	Revolutionary Romans	From Bean to Bar	Rainforest Revealed
Substantive Knowledge	<ul style="list-style-type: none"> • Know how to name at least six cities in England • Know how to name and locate at least eight counties in England • To know how to name and locate Ramsgate, Kent, and surrounding counties on a map • Know how to name and locate at least eight European countries • Know how to name the eight points of a compass 	<ul style="list-style-type: none"> • Know how to explain is meant by the term 'tropics' • Know how to name four countries from the southern hemisphere 	<ul style="list-style-type: none"> • Know how to identify biomes • Know how to explain features of biomes • Know how to label layers of a rainforest • Know how to explain what deforestation is
Disciplinary Knowledge	<ul style="list-style-type: none"> • Know how to use maps to locate European countries and capitals. • To know how to use a range of maps to locate countries of Europe • To know how to create sketch maps and simple plans of a local area and use geographical symbols • To know how to describe topographical features of Ramsgate and Kent 	<ul style="list-style-type: none"> • To know how to use a range of maps to describe the features of a particular location. • To know how to describe the key aspects of human geography, including settlement and land use 	
Oracy	Cities County Counties Europe European Topographical Mediterranean River	Tropics Southern Northern Hemisphere Settlement	Biome Rainforst Deforestation Desert Grassland Savanna Tundra Tropical

	Water cycle Compass North West North East South West South East Scale		Temperate Marine Freshwater Coral Reef
Year 4	Cracking Earth's Core	Water World	My Home is Your Home
Substantive Knowledge	<ul style="list-style-type: none"> • Know how to explain what causes an earthquake • Know how to identify what causes an earthquake • Know how to label the different parts of a volcano • To know how to describe the formation and label the parts of a volcano • To know and understand the key aspects and features of volcanoes • To know that the land surrounding volcanoes is fertile and that this can influence the settlement and land use of this area • To know and understand the key aspects of earthquakes • To know what causes an earthquake 	<ul style="list-style-type: none"> • Know how to name and locate the main rivers in the UK • To know how to describe how the River Thames impacts types of settlement and land use and how these effect economic activity and trade links • Know how to name four countries from the northern hemisphere • Know how to name and locate at least eight major capital cities across the world • To know how to explain why people choose to live near rivers • Know how to explain why most cities are located by a river • To know how to describe the key aspects of human geography, including settlement and land use • To know what happens within the water cycle • To know Human geography, including economic activity, can be affected by the distribution of natural resources including energy 	<ul style="list-style-type: none"> • Know how to recognise at least five differences between living in the UK and a Mediterranean country • To know time zones, change as you travel latitudinally around the globe • To know that topography impacts land use. • To know geographical representations can differ in their effectiveness • To know how to read 4 figure grid references
Disciplinary Knowledge	<ul style="list-style-type: none"> • Know how to use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • To know how to present observations in a variety of ways including maps, plans, sketches and graphs • To know how to use a range of maps to describe the features of Compass points, grid references, symbols and keys can be used to communicate knowledge of the UK and the wider world • To know how to ask and answer some geographical questions about the physical and human characteristics of Italy and the UK 	<ul style="list-style-type: none"> • Know how to use graphs to record features such as temperature or rainfall across the world 	<ul style="list-style-type: none"> • To know how to select from the range of fieldwork skills learnt previously • To know how to create maps of locations identifying patterns (land use, climate zones) • To know how explain how geographical aspects in contrasting places are similar and different and how they have changed over time.
Oracy	Earthquake Volcano Tectonic plate Tremor Extinct Dormant Active Pyroclastic Flow Ash cloud Grid reference Capricorn Cancer Greenwich meridian	Thames Severn Humber Trent Trade Economic Major Water Cycle Rainfall Temperature Economic resources	Mediterranean Longitude Latitude Contrast Migration Emigration
Year 5	Across the Pond		Tides of Change
Substantive Knowledge	<ul style="list-style-type: none"> • To know how to name and locate countries in North America • To know how to describe topographical features (including deserts and mountains) and land use patterns of countries in North America and compare those to the UK • Know how to explain where the main mountain regions are in the UK and North America 		<ul style="list-style-type: none"> • To know how the geography of Ramsgate has changed over time due to sea level change • To know that the impact of human and physical geography have not stopped and will impact its future. • To know how human and physical geography are interlinked

	<ul style="list-style-type: none">• Know how to locate time zones and work out time differences• Know the names of and locate some of the world’s deserts• To know how to describe the environmental regions and human characteristics of countries in North America•To know that deserts can be hot and cold	<ul style="list-style-type: none">•To know the human impact on coastlines, as a result of settlements, land use and economic activity.•To know how the human need for energy has impacted on local environments.	
Disciplinary Knowledge	<ul style="list-style-type: none">• To know and understand that there are geographical similarities and differences between North America and the UK and be able to describe these• To know how to identify key differences between living in the UK and living in a country in North America	<ul style="list-style-type: none">• To know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• To know how to gather and record information about the local area through observation	
Oracy	America North America South America Investigate Record Climate Zone	Interlinked Erosion Groyne Turbine generation	
Year 6	Darwin’s Delight	My Home My Country	Paths to Peace
Substantive Knowledge		<ul style="list-style-type: none">•To know that developing nations differ compared to developed nations• Know what most of the ordnance survey symbols stand for	<ul style="list-style-type: none">• Know why industrial areas and ports are important• Know main human and physical differences between developed and developing nations• To know how to explain the formation of mountain ranges• To know how to explore how trade links are influenced by natural resources such as energy, food, minerals and water
Disciplinary Knowledge	<ul style="list-style-type: none">• Know how to use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian• Know how to plan a journey within the UK, using a road map	<ul style="list-style-type: none">• Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.• To know how to use a range of resources to give detailed descriptions and opinions of the features of locations• To know how to use fieldwork skills learnt and record the findings in a range of ways•To know which representation is most effective to use•To know how to read a range of maps• Know how to use 6 figure grid references	<ul style="list-style-type: none">• To know how to collect and analyse statistics and other information in order to draw conclusions about locations and compare these to those studied earlier noting any changes over time• To know how to explain how countries and geographical regions are interconnected and interdependent
Oracy	Climate Climate Zone Desert Climate Zone	Developing Developed Ordnance survey map	Interconnected Dependent independent interdependent

Strand	Year 1	Year 2	Stand	Year 3	Year 4	Year 5	Year 6
Locational and Place Knowledge	<ul style="list-style-type: none"> -Know how to identify the main differences between a city, town and village -To know how to recognise familiar landmarks from aerial photographs -Know how to name the four countries that make up the UK 	<p>Know how to name and locate the five oceans of the world on a world map</p> <p>Know how to name and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p> <p>Know how to recognise main differences</p>	Locational and Place Knowledge	<ul style="list-style-type: none"> • Know how to name at least six cities in England • Know how to name and locate at least eight counties in England • To know how to name and locate Ramsgate, Kent, and surrounding counties on a map 	<ul style="list-style-type: none"> • Know how to name and locate the main rivers in the UK • To know how to describe how the River Thames impacts types of settlement and land use and how these effect economic activity and trade links • Know how to name four countries from the northern hemisphere 	<ul style="list-style-type: none"> • To know how to name and locate countries in North America • To know how to identify key differences between living in the UK and living in a country in North America • To know how to describe topographical features (including deserts and mountains) and land use 	<ul style="list-style-type: none"> • Know why are industrial areas and ports are important • Know main human and physical differences between developed and developing nations • To know how to explain the formation of mountain ranges

	<p>-Know that each country in the UK has a capital city</p> <p>To know that the UK is an island surrounded by 3 main seas</p> <p>To know that the UK is made up of 4 countries and that each country has its own capital city</p> <p>To know that Britain is an island surrounded by seas</p>	<p>between a place in England and that of a small place in a non-European country</p> <p>Know how to name and locate the Channel, North Sea and Irish Sea</p>		<ul style="list-style-type: none"> • To know how to describe topographical features of Ramsgate and Kent • Know how to name and locate at least eight European countries • Know how to explain is meant by the term 'tropics' • Know how to name four countries from the southern hemisphere 	<ul style="list-style-type: none"> • Know how to name and locate at least eight major capital cities across the world <p>To know how to locate the Equator, Northern Hemisphere and Southern Hemisphere on a map</p> <ul style="list-style-type: none"> • Know how to recognise at least five differences between living in the UK and a Mediterranean country • To know how explain how geographical aspects in contrasting places are similar and different and how they have changed over time . <p>To know time zones, change as you travel latitudinally around the globe</p>	<p>patterns of countries in North America and compare those to the UK</p> <ul style="list-style-type: none"> • Know how to explain where the main mountain regions are in the UK and North America • Know how to locate time zones and work out time differences <p>To know and understand that there are geographical similarities and differences between North America and the UK and be able to describe these</p> <ul style="list-style-type: none"> • To know how geography of Ramsgate has changed over time due to sea level change •To know that the impact of human and physical geography have not stopped and will impact its future. <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>	<ul style="list-style-type: none"> • To know how to collect and analyse statistics and other information in order to draw conclusions about locations and compare these to those studied earlier noting any changes over time • To know how to explain how countries and geographical regions are interconnected and interdependent • To know how to explore how trade links are influenced by natural resources such as energy, food, minerals and water
Human and Physical Geography	<p>-To know how to identify key human features in the locality e.g. shop house farm</p> <p>Know how to identify hot and cold places in the world</p> <p>Know how to say which is the hottest and which</p>	<p>To know that different locations share geographical similarities and differences and to be able to articulate these</p> <p>Know how to identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</p>	Human and Physical Geography	<ul style="list-style-type: none"> • To know how to describe the key aspects of human geography, including settlement and land use • Know how to identify biomes • Know how to explain features of biomes 	<ul style="list-style-type: none"> • Know how to explain what causes an earthquake • Know how to identify what causes an earthquake • Know how to label the different parts of a volcano • To know how to describe the formation and label the parts of a volcano 	<ul style="list-style-type: none"> • Know the names of and locate some of the world's deserts • To know how human and physical geography are interlinked •To know the human impact on coastlines, as a result of settlements, land use and economic activity. 	To know that developing nations differ compared to developed nations

	<p>is the coldest season in the UK</p> <p>To know how to begin to explain why they would wear different clothes at different times of the year and for different weather</p> <p>To know how daily weather patterns, affect our lives in the UK</p> <p>To know that weather changes throughout the year and it can be observed</p> <p>To know the weather associated with each season</p> <p>To know that the length of the day changes throughout the year.</p>	<p>Know how to explain some of the advantages and disadvantages of living in a city or village.</p> <p>To know how to identify key human features beyond their locality e.g. city, town, village, port, harbour</p> <p>To know there are hot and cold areas of the world in relation to the Equator and the North and South poles</p> <p>To know physical features are similar and differ from places in the wider world e.g. mountain, forest, valley, coast, ocean.</p>		<ul style="list-style-type: none"> • Know how to label layers of a rainforest • Know how to explain what deforestation is <p>To know and understand the key aspects of biomes and vegetation belts</p>	<p>To know and understand the key aspects and features of volcanoes</p> <p>To know that the land surrounding volcanoes is fertile and that this can influence the settlement and land use of this area</p> <p>To know that topography impacts land use.</p> <p>To know and understand the key aspects of earthquakes To know what causes an earthquake</p> <ul style="list-style-type: none"> • To know how to ask and answer some geographical questions about the physical and human characteristics of Italy and the UK • To know how to explain why people choose to live near rivers • Know how to explain why most cities are located by a river • To know how to describe how the River Thames impacts types on settlement and land use and how these effect economic activity and trade links • To know how to describe the key aspects of human geography, including settlement and land use • To know what happens within the water cycle • To know Human geography, including economic activity, can be affected by the distribution of natural resources including energy 	<ul style="list-style-type: none"> • To know how the human need for energy has impacted on local environments. • To know how to describe the environmental regions and human characteristics of countries in North America <p>To know that deserts can be hot and cold</p>	
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Skills and Fieldwork	<ul style="list-style-type: none"> -Know how to say their address, including postcode - To know to make a simple map of the environment -To know places and locations look different when viewed from above -To know that places can be shown on a map and maps can be used by others to find out about a location -Know how to recognise main weather symbols -Know how to identify where the equator, North Pole and South Pole are on a globe -Know how to identify which is N, E, S and W on a compass Know how to name and locate the seven continents of the world on a world map 	<p>To know how to locate oceans and continents on a map/globe</p> <p>Know how to use the terminologies: left and right; below, next to</p> <p>To know how to label a compass with the four compass points</p> <ul style="list-style-type: none"> • To know how to use locational and directional language to describe a location or route • To know how to create a map using symbols in a key 	Skills and Fieldwork	<ul style="list-style-type: none"> • Know how to use maps to locate European countries and capitals. • Know how to name the eight points of a compass • To know how to use a range of maps to locate countries of Europe • To know how to create sketch maps and simple plans of a local area and use geographical symbols 	<ul style="list-style-type: none"> • Know how to use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • To know how to present observations in a variety of ways including maps, plans, sketches and graphs <p>To know how to use a range of maps to describe the features of Compass points, grid references, symbols and keys can be used to communicate knowledge of the UK and the wider world</p> <ul style="list-style-type: none"> • Know how to use graphs to record features such as temperature or rainfall across the world • To know how to select from the range of fieldwork skills learnt previously • To know how to create maps of locations identifying patterns (land use, climate zones) <p>To know geographical representations can differ in their effectiveness To know how to read 4 figure grid references</p>	<ul style="list-style-type: none"> • To know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To know how to gather and record information about the local area through observation 	<ul style="list-style-type: none"> • Know how to use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Know how to plan a journey within the UK, using a road map • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Know what most of the ordnance survey symbols stand for • To know how to use a range of resources to give detailed descriptions and opinions of the features of locations • To know how to use fieldwork skills learnt and record the findings in a range of ways <p>To know which representation is most effective to use To know how to read a range of maps</p> <ul style="list-style-type: none"> • Know how to use 6 figure grid references
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Substantive knowledge

Locational knowledge

For example: name and locate locations; positioning systems

Place knowledge

The connection of location and physical and/or human geography processes with personal experience

Environmental, physical and human geography

For example: migration; glaciation; climate change

Geographical skills and fieldwork

For example: using maps and globes; collecting first-hand evidence

Disciplinary knowledge

Insight into the ways geography experts think