



Riversdale Primary School

GEOGRAPHY PROGRESSION

DISCIPLINARY CONCEPTS							
Locational Knowledge	Place Knowledge	Human & Physical Geography Knowledge	Fieldwork	Enquiry & Investigation	Interpret a Range of Sources	Communicate Geographical Information	Mapwork

GENERAL OVERVIEW EYFS	
<u>Nursery:</u> <u>Understanding the World:</u> • Use all their senses in hands on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <u>Mathematics:</u> • Understand position through words alone, for example, the bag is under the table-with no pointing. • Describe a familiar route. • Discuss routes and locations using words like in front of and behind.	<u>Reception:</u> <u>Understanding the World:</u> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. <u>ELG Understanding the World (The Natural World):</u> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what has been read in class. • Understanding some important process and changes in the natural world around them, including the seasons. <u>ELG Understanding the World (People, Culture and Communities):</u> • 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, nonfiction texts and when appropriate maps.

OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Where Are We? Use simple fieldwork and observational skills to study the geography of the school and its grounds. Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.		Show Me the Way Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use basic symbols in a key. Use simple compass directions and locational/directional language to describe the location of features and routes on a map.		What's the Weather Like? Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
Year 2	The United Kingdom Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries.		The Big Wide World Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.		Oh, I Do Like to be Beside the Seaside 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. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.	
Year 3	A Closer Look at the UK Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Describe and understand key aspects of physical geography, including: rivers and mountains. Describe and understand key aspects of human geography, including: types of settlement and land use. Understand how some of these aspects have changed over time.		Ciao, Italia Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. Describe and understand key aspects of physical geography including: mountains, lakes and volcanoes. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity.		Island Views Locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America. Describe and understand key aspects of physical geography including: mountains and coastal areas. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity.	
Year 4	A Closer Look at Maps Use fieldwork to observe, measure, record and present the human and physical features in the local area using a		Raging Rivers & Mountains		Respect for The Rainforests	

	range of methods, including sketch maps, plans and graphs, and digital technologies. 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.	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. Focus on the UK.	Locate the world's countries, using maps to focus on South America, concentrating on key physical characteristics. Describe and understand key aspects of physical geography, including climate zones, biomes, and vegetation belts. Identify the position and significance of the Northern & Southern Hemispheres. Identify the position and significance of the equator, the Tropics of Cancer and Capricorn.
Year 5	A Long-Haul Journey Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian, and time zones (including day and night). 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.	Extreme Experiences Describe and understand key aspects of physical geography, including: volcanoes.	A Changing World Identify the position and significance of Arctic and Antarctic Circle. Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand how some of these aspects have changed over time
Year 6			Land of the Rising Sun Describe and understand key aspects of physical geography, including: earthquakes. Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Describe and understand key aspects of physical geography, including climate zones, and biomes. Describe and understand key aspects of 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.

PROGRESSION OF DISCIPLINARY KNOWLEDGE							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Local Area: Know that the local area is Southfields and is located in London. Describe and locate the features of the local area on maps. Show on a map which country they live in (England) and what its capital is (London).	UK, Continents & Oceans: Name and locate the four countries of the UK (England, Ireland, Scotland, Wales). Name and locate the capital cities of the UK (London, Dublin, Edinburgh, Cardiff). Identify some features (e.g., landmarks and flags) of the four countries of the UK. Name and locate the world's seven continents and five oceans. To know they live in the continent of Europe. Name and locate the surrounding seas of the UK (English Channel, North Sea, Irish Sea, Atlantic Ocean). Name and locate countries of Oceania (Australia).	UK, Europe & North America: Name and locate the major cities of the UK (not capitals). Name a range of counties of the UK. Name and locate countries of Europe (Italy). Name and locate countries of North America (Jamaica).	UK & South America: Name and locate countries of South America (Brazil). Name and locate the Equator, Northern and Southern Hemisphere. Locate the Topic of Cancer and the Tropic of Capricorn. Name and locate the three climate zones of the world: Polar, Temperate and Tropical.	UK & Africa: Name and locate countries in Africa (Nigeria). Name and locate a wide range of countries on a world map, including within Europe. Use longitude, latitude, coordinates to locate on a map. Know the UK's time zone (Greenwich Mean Time – GMT) and its relation to the world time zones. Name, locate and give detailed descriptions of the features (including hills, mountains, coasts, rivers, and land use) of a location drawing on a range of resources.	UK & Asia: Name and locate countries in Asia (Japan). Describe and give an opinion of the characteristic feature of a location (the UK, compared to another country in the world) e.g., imports/exports.
Place Knowledge	Know some similarities and differences between the natural	Observe simple human and physical features	Begin to identify similarities and differences in the	Compare physical and human features in the UK (compare	Begin to identify some of the reasons for geographical	Compare and contrast places in the UK to	Explain reasons for geographical similarities and

	world around them and contrasting environments, drawing on their experiences and what has been read in class.	of the local area (Southfields). Describe some of the observed human and physical geography features of the local area. Recognise if a place is a city, town or village.	human and physical geography of Littlehampton, England and Sydney, Australia. Recognise the meaning of the term coastal in relation to cities, towns and/or villages. Identify the main differences between a town/city and the countryside (urban/rural).	Southfields and/or London to a rural setting in the UK). Begin to use topographical maps to compare settlements and land uses in the UK. Compare physical and human features in the UK with an area of a European country (Rome, Italy). Compare physical and human features in the UK with a non-European country (Jamaica).	similarities and differences between countries (River Thames and the Amazon River). Begin to describe how locations around the world are changing and begin to explain what is causing these changes, specifically: deforestation. Compare geographical regions using topographical features and land use patterns describing how some of these aspects have changed over time.	places in the wider world. Identify reasons for geographical similarities and differences between countries and the impact this has on communities/the country (Volcanos). Describe how locations around the world are changing and explain with increasing confidence what is causing these changes, specifically climate change.	differences between countries (UK and Japan). Explain the impact these have on communities.
Human & Physical Geography Knowledge	Understand some important processes and changes in the natural world around them, including the seasons. Begin to understand the need to respect and care for the natural environment and all living things.	Recognise that physical features mean any feature of an area that is on the Earth naturally. Key physical features may include: hill, river, vegetation, season, weather. Recognise that human features mean any feature of an area that is on the Earth because it was made by humans. Key human features may include: city, town, village, house, office and shop.	Apply geographical vocabulary learnt to refer to key physical features and human features of the UK and its countries. Apply geographical vocabulary learnt to refer to key physical features and human features of a contrasting non-European country (Sydney, Australia). Key physical features may include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.	Know and understand aspects of physical geography including: mountains, lakes and rivers. Explain that topography refers to the shape, height and depth of a place. Know and understand aspect of human geography including: settlements, land use and economic activity. Identify human features of a location (e.g. rural vs urban setting).	Identify physical features of a location (UK vs. Brazil). Know what a biome is and name some types: Temperate Forest, Tropical Rainforest. Relate the difference between weather and climate to biomes. Continue to build an understanding of physical geography including: climate zones, biomes, vegetation belts, mountains, rivers and the water cycle.	Identify physical features of a range of locations across the world. Know what a biome is and name an increasing range, including Grassland, Savannah (Tropical Grassland), Marine and Tundra. Apply learning of physical geography including: climate zones, biomes, vegetation belts, mountains, rivers and volcanoes to a range of contexts.	Describe the link between tectonic plates and earthquakes. Continue to identify how physical features affect human activity within a location (earthquakes and resource distribution). Deepen understanding of human geography through an exploration of trade, import, export, tourism in contrasting localities (UK vs. Japan).

		Identify the physical and human features around the school/local area. Know the main weather symbols. Know that different parts of the UK experience different weather patterns. Know that a weather forecast is when someone tries to predict what the weather will be like in the near future. Know that the equator is an imaginary line around the middle of the Earth. Recognise that the North Pole is the most northern point of the Earth, and the South Pole is the most Southern point. Identify the location and features of hot and cold areas of the world in relation to the equator and the North and South poles. Know the equator will experience different weather to the poles because it is much closer to the sun.	Key human features may include: city, town, village, factory, farm, house, office, port, harbour, shop.	Identify physical features of a location (UK vs. Italy and Jamaica). Begin to recognise the difference between weather and climate.	Where studying rivers, know and understand sources of a river, features of a river, where rivers are located, comparing rivers around the world, vegetation surrounding rivers. Link the concept of topography to the water cycle. Continue to build an understanding of human geography including: settlements, land use, and fair trade.	Know that the earth is made up of a core, outer core, mantle, crust, tectonic plate, and fault lines. Identify how physical features affect human activity within a location (volcanoes).	
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PROGRESSION OF DISCIPLINARY SKILLS

	EYFS	KS1	LKS2	UKS2
Fieldwork	Explore the natural world around them and recognise some environments that are different to the one in which they live. Use all their senses in hands-on exploration of natural materials.	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. Carry out research, such as a survey, to discover features of a location.	Use different types of fieldwork sampling to observe, measure and record human and physical features in a local area.
Enquiry & Investigation	Ask questions about why things happen and how things work.	Ask geographical questions such as ‘why is this place like this?’ and ‘how is this place changing?’. Asking simple questions about features of their school grounds and/or local area. Collect quantitative data through a small survey of a local area to answer an enquiry question.	Ask geographical questions such as ‘why is this place like this?’, ‘how is this place changing?’, ‘how are other places affected?’	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?’
Interpret a Range of Sources	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	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.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Start to explain the effectiveness of different geographical representations e.g., aerial view and topological maps. Begin to establish whether the geographical questions posed, the methods used, and the answers found are valid.	Analyse and explain views on the effectiveness of different geographical representations e.g., aerial view and topological maps. Establish whether the geographical questions posed, the methods used, and the answers found are valid.
Communicate Geographical Information	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	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.	Research and collect information about a place and present it, e.g., a report, a poster, a brochure.	Find possible answers to their own geographical questions. Choose the best way to collect information needed and decide the most appropriate units of measure.

Mapwork	Draw information from a simple map. Understand position through words alone. Discuss routes and locations.	Use world maps and globes to identify the United Kingdom and its countries, the equator, North and South Poles. Devise simple picture maps. Use maps, atlases, and globes to identify the world's seven continents and five oceans. Devise a simple map and use and construct basic symbols in a key. Take digital photographs of geographical features in the locality. 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. Use a simple grid reference such as A1 B1.	Using a range of maps, including digital maps, to locate cities and counties of the UK. Using a range of maps, including digital maps, to locate a range of given countries. Use map symbols. Find the same place on a globe, atlas, or map. Label the same features on an aerial photograph as on a map. Create a sketch map of the local area. Accurately plot North, East, South, West on a map. Use eight points of a compass, symbols, and keys to communicate knowledge of the UK and the wider world. Begin to use four figure grid references.	Use eight points of a compass, four figure grid reference, ordnance survey maps (physical and digital) and symbols to communicate geographical knowledge. Start to use six figure grid references for increased specificity. Plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance. Use and create grid references to locate on a map.
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