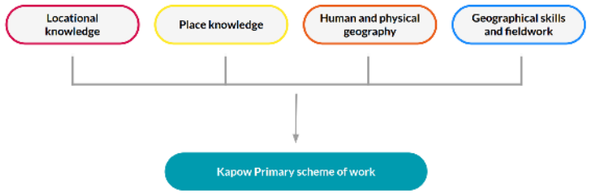
Knavesmire Primary School - Curriculum Progression Document

Subject	Geography	**Subject leader**	
Curriculum resources	Kapow Development Matters Early Learning Goals	**Relevant documents** 	Geography - Progression of knowledge and skills Geography - Long term plan Geography - Key skills and knowledge by unit

Geography:	The study of places and the relationships between people and their environments.
Substantive Knowledge in Science:	Substantive Knowledge in geography is the specific and factual content of Geographical Enquiry. For example in Location Knowledge, Place Knowledge, and Human & Physical Geograpy, pupils will learn the name and location of the world's five oceans.
Disciplinary Knowledge in Science:	Disciplinary Knowledge in Geography is delving deeper - using prior knowledge to build upon the children's understanding of scale and to apply their knowledge using skills. In Geographical Skills and Fieldwork for example, pupils will apply their knowledge using compass, map skills, graphs and sketch maps.

NB. Statements marked with an asterisk * are those which appear under more than one strand.

	Locational Knowledge	Place knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	Progression of Knowledge and Skills	**Progression of Knowledge and Skills**	**Progression of Knowledge and Skills**	**Progression of Knowledge and Skills**
Nursery	• I know there are different countries in the world and I can talk about the different places I have visited • I know I go to Woodthorpe Primary School and live in the local area (Woodthorpe, Acomb, Foxwood)	• I can name the members of my immediate family and talk about why they are in my life • I can talk about what makes me, me (i.e hair colour, skin colour) • I can talk positively about differences in my nursery class • I can show an interest in different occupation in my immediate world (i.e hairdresser vet)	• I can begin to understand the need to respect and care for the natural environment around me • I can begin to talk about the weather and what this might mean for me.	• I can pick out **key** features of my classroom. • I know my nursery setting and what is in my classroom and outdoor classroom
Reception	• I know and can explain similarities and differences between life in this country and other countries drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • I know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).	• I can describe my immediate environment using knowledge from observation, discussion, stories and non-fiction texts. • I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class. • I know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	• I know that the terms Spring, Summer, Autumn and Winter are used to describe the season. • I know some of the key characteristics of each season. • I know that there are four seasons in a year marked by certain weather conditions. • I know some similarities and differences between cultural communities in this country, drawing on their experiences and what has been read in class.	• I can explore the natural world around me, making observations and drawing pictures of animals and plants. • I know that a map is a picture of a place and that water is usually represented in blue.

		• I know that a place and its features can be represented in a picture	• I know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).	
Year 1	• Locating two of the world's seven continents on a world map. • Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. • Showing on a map which continent they live in. • Locating the four countries of the United Kingdom (UK) on a map of this area. • Showing on a map which country they live in and locating its capital city.	• Naming some key similarities between their local area and a small area of a contrasting non-European country. • Naming some key differences between their local area and a small area of a contrasting non-European country.	• Describing how the weather changes with each season in the UK. • Describing the daily weather patterns in their locality. • Confidently using the vocabulary 'season' and 'weather' • Recognising some physical features in their locality • Recognising some human features in their locality.	• Question - Ask questions about the world around them. • Observe - Commenting on the features they see in their school and school grounds. • Measure - Asking and answering simple questions about the features of their school and school grounds. • Record - Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Present - Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.
Year 2	• Locating all the world's seven continents on a world map. • Locating the world's five oceans on a world map. • Showing on a map the oceans nearest the continent they live in. • Locating the surrounding seas and oceans of the UK on a map of this area . • Locating the capital cities of the four countries of the UK on a map of this area. • Identifying characteristics (both human and physical) of the four capital cities of the UK. • Showing on a map the city, town or village where they live in relation to their capital city.	• Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. • Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. • Describing what physical features may occur in a hot place in comparison to a cold place.	• Locating some hot and cold areas of the world on a world map. • Locating the Equator and North and South Poles on a world map. • Locating hot and cold areas of the world in relation to the Equator and the North and South poles. • Describing the key physical features of a coast using subject specific vocabulary. • Describing and understanding the differences between a city, town and village. • Describing the key human features of a coastal town using subject specific vocabulary	• Question - Recognising there are different ways to answer a question. • Observe - Discussing the features they see in the area surrounding their school when on a walk. • Observe - Asking and answering simple questions about human and physical features of the area surrounding their school grounds. • Measure - Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. • Record - Classifying the features they notice into human and physical with teacher support. • Record - Taking digital photographs of geographical features in the locality. • Record - Making digital audio recordings when interviewing someone. • Present - Presenting data in simple tally charts or pictograms and commenting on what the data shows. • Present - Asking and answering simple questions about data.
Lower Key Stage 2 (Year 3 and 4)	• Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating some key physical features in countries studied on a map including significant environmental regions. • Locating some key human features in countries studied. • Locating the world's most significant mountain ranges on a world map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Locating some of the world's most significant rivers and identifying any patterns. • Locating some counties in the UK (local to your school). • Locating some cities in the UK (local to your school). • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Beginning to locate the twelve geographical regions of the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • Finding the position of the Equator and describing how this impacts our environmental regions.	• Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing how climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	• Mapping and labelling the seven biomes on a world map. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples.	• Question - Beginning to choose the best approach to answer an enquiry question. • Observe - Mapping land use in a small local area using maps and plans. • Observe -Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. • Observe - Asking and answering one- step and two-step geographical questions. • Observe - Observing, recording, and naming geographical features in their local environments. • Measure - Using simple sampling techniques appropriately. • Measure - Making digital audio recordings for a specific purpose. • Measure - Designing a questionnaire / interviews to collect quantitative fieldwork data. • Record - Taking digital photos and labelling or captioning them. • Record - Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Record - Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Record - Using a questionnaire/interviews to collect qualitative fieldwork data. • Present - Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. • Present - Suggesting different ways that a locality could be changed and improved. • Present - Finding answers to geographical questions through data collection. • Present - Analysing and presenting quantitative data in charts and graphs. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass.

	• Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and Antarctic Circle.			• Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.
Upper Key Stage 2 (Year 5 and 6)	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating key physical features in countries studied on a map . • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. • Locating many counties in the UK. • Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land-use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe.	• Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Explaining how humans have used desert environments. • Using maps to explore wider global trading routes.	• Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. • Describing and understanding economic activity including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the 'push' and 'pull' factors that people may consider when migrating. • Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples	• Question - Developing their own enquiry questions. • Question - Choosing the best approach to answering an enquiry question. • Observe - Making sketch maps of areas studied including labels and keys where necessary. • Observe - Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. • Measure - Selecting appropriate methods for data collection. • Measure - Designing interviews/questionnaires to collect qualitative data. • Measure - Beginning to use standard field sampling techniques appropriately. • Record - Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. • Record - Using a simplified Likert Scale to record their judgements of environmental quality. • Record - Conducting interviews/questionnaires to collect qualitative data. • Record - Interpreting and using real-time/live data. • Record - To identify and mitigate potential risks during fieldwork. • Present - Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. • Present - Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Present - Evaluating evidence collected and suggesting ways to improve this. • Present - Analysing quantitative data in pie charts, line graphs and graphs with two variables. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using the scale bar on a map to calculate distances. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Identifying the 8 compass points on an OS map. • Planning a journey to another part of the world using six figure grid references and the eight points of a compass.