



# Kingsland CE Primary School

## Geography Curriculum Progression



Curriculum Area	Class 1	Class 2	Class 3	Class 4	Class 5
		<p><b>National Curriculum</b> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>		<p><b>National Curriculum</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	
<p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p>	<p><b>DM</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p><b>ELG</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p><b>National Curriculum</b> <b>Pupils should be taught to:</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>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</li> </ul>		<p><b>National Curriculum</b> <b>Pupils should be taught to:</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>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</li> </ul>	
	<ul style="list-style-type: none"> <li>Use globe to identify countries</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and globes to identify the continents and</li> </ul>	<ul style="list-style-type: none"> <li>Build on prior knowledge of UK regions by using maps</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different hemispheres on a map</li> </ul>	<ul style="list-style-type: none"> <li>Use the compass points N, NE, E, SE, S, SW, W, NW to</li> </ul>

	<p>Use globe to identify UK as an island; North and South Poles</p>	<p>oceans and understand that both a map and a globe show the same thing</p> <ul style="list-style-type: none"> <li>• Locate the continents on a paper map</li> <li>• Use simple compass directions (North, South, East and West) to describe the location of features on a map</li> <li>• Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</li> <li>• Express own views about a place, people and environment</li> <li>• Draw and label pictures to show how places are different to the UK</li> <li>• Give detailed reasons to support own likes, dislikes and preferences</li> </ul>	<p>to locate countries of Europe</p> <ul style="list-style-type: none"> <li>• Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas</li> <li>• Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest</li> <li>• Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm)</li> <li>• Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc.) i.e. Eiffel tower in Paris and relate to UK landmarks</li> <li>• Use the language of 'north', 'south', 'east', 'west' to relate countries to each other</li> <li>• Use maps, locate the Equator. Consider the countries and climates that surround it and discuss the relationships between these and the countries</li> <li>• Look at maps, pictures and other sources to identify similarities and differences between a UK region and another country</li> <li>• Explore physical and human features, draw conclusions between locations using photos/pictures, temperatures, locations and population numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and label different countries/continents in the Northern and Southern hemisphere</li> <li>• Discuss the difference between hemispheres</li> <li>• Use and explain appropriate geographical language</li> <li>• Use maps to compare and contrast differences between the UK and other countries, climate, agriculture, tourism etc.</li> <li>• Discuss and compare these differences, relate this knowledge to the weather in the local area</li> <li>• Reach reasoned and informed solutions and discuss the consequences of humans around the world</li> <li>• Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains</li> </ul>	<p>direct and locate using a compass</p> <ul style="list-style-type: none"> <li>• Use maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries</li> <li>• Use and explain appropriate geographical language</li> <li>• Use maps to compare and contrast differences between the UK and other countries, climate, agriculture, tourism etc.</li> <li>• Locate all the manmade features of a country e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas</li> <li>• Compare physical and human features, draw conclusions between locations using</li> </ul>
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<p><b>Human and Physical Geography</b></p> <p><b>Knowledge and understanding of patterns and processes</b></p>	<p><b>DM</b> Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand that some places are special to members of their community.</p> <p><b>ELG</b> 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> <p>Know some similarities and differences between the natural world around them and contrasting</p>	<p><b>National Curriculum</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<p><b>National Curriculum</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>○ 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</li> </ul> </li> </ul>		

	<p>environments, drawing on their experiences and what has been read in class</p> <p>Talk about the lives of the people around them and their roles in society</p>				
	<p>Daily weather chart</p> <p>Changes in the environment e.g. seasonal, weather</p> <p>Topic related comparisons of weather and environment e.g. North Pole, Desert</p>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather</li> <li>• Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop</li> <li>• Be able to verbalise and write about similarities and differences between the features of the two localities</li> <li>• Ask questions about the weather and seasons</li> <li>• Identify the equator and locate the places on the Equator which are the hottest</li> <li>• Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the</li> </ul>	<ul style="list-style-type: none"> <li>• Locate places in the world where volcanoes occur</li> <li>• Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts</li> <li>• Use the language of rivers e.g. erosion, deposition, transportation</li> <li>• Explain and present the process of rivers, earthquakes, volcanoes</li> <li>• Draw diagrams, produce writing and use the correct vocabulary</li> <li>• Relate land use and trade to settlements. Study how land in the local area was used during the historical periods studied</li> <li>• Look at land use in the same area today and consider how and why this has changed</li> </ul>	<ul style="list-style-type: none"> <li>• Discover where food comes from</li> <li>• Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs</li> <li>• Ask and answer geographical questions to unpick why human geography may have changed over time</li> <li>• Ask, research and explain questions such as: Why did the Stone Age civilization, the Iron Age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman life in Herefordshire like?</li> </ul>	<ul style="list-style-type: none"> <li>• Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements</li> <li>• Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas</li> <li>• Make comparisons between civilizations, asking questions, researching and explaining questions</li> </ul>

		<p>winter and a week in the summer</p> <ul style="list-style-type: none"> <li>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts</li> </ul>				
<b>Geographical skills and fieldwork</b>  <b>Enquiry</b>	<p><b>DM</b> Draw information from a simple map</p> <p><b>ELG</b> 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>	<p><b>National Curriculum Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ul>		<p><b>National Curriculum Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>		
	<p>Use globe to identify countries visited in the pirate ship</p> <p>Use globe to identify UK as an island; North and South Poles</p> <p>Use basic maps to navigate around the world in a pirate ship</p>	<ul style="list-style-type: none"> <li>Use a simple atlas</li> <li>Use the four-point compass: North South, East and West, directions to describe location of features and routes on a map</li> <li>Make detailed observations</li> <li>Use aerial photos to recognise landmarks and basic human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>Use globes, atlases, images, aerial photos and begin to use computer mapping</li> <li>Identify the four-point compass directions: N, E, S and W to follow and give directions to build knowledge of the UK</li> <li>Use four-figure grid references to locate features on a map</li> <li>Make clear links between different observations in the local area</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of maps, atlases, images, globes and digital mapping</li> <li>Make clearly explained links between observations in the local area and the wider world to identify patterns</li> <li>Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area</li> <li>Ask a range of geographical questions</li> </ul>	<ul style="list-style-type: none"> <li>Confidently and accurately use the eight-point compass directions: N, NE, E, SE, SW, W and NW to follow and give directions to build knowledge of the UK and wider world</li> <li>Accurately use six-figure grid references on an OS map</li> <li>Draw a variety of maps, sketches and</li> </ul>	

	<p>Visit Queenswood</p> <p>Identify areas in local vicinity e.g. playground</p> <p>Find the treasure – x marks the spot!</p> <p>Draw maps of their experiences / visits</p>	<ul style="list-style-type: none"> <li>• Draw a simple sketch map showing key features of the school (for example), its grounds and surrounding environments, including agreed realistic symbols to make a simple key</li> <li>• Ask adults questions about the school, its grounds and surrounding environment</li> <li>• Present findings simply using maps and graph</li> <li>• Reach a simply described conclusion to fieldwork question or prediction</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area</li> <li>• Draw an accurate map of a short route using OS symbol</li> <li>• Devise and ask questions using geographical vocabulary</li> <li>• Answer questions about places and environments to aid investigation and express their different opinions relating to issues</li> <li>• Present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion</li> <li>• Reach a simply explained conclusion to the fieldwork question or prediction</li> </ul>	<p>to carry out an investigation and explain opinions from a range of different points of view</p> <ul style="list-style-type: none"> <li>• Accurately measure human and physical features in the local area using a range of appropriate instruments</li> <li>• Reach a described and explained conclusion to a fieldwork question</li> </ul>	<p>plans with accurate symbols, keys and scale</p> <ul style="list-style-type: none"> <li>• Devise and ask questions using geographical vocabulary and make notes to express own opinions and recognise why others may have different points of view</li> <li>• Confidently justify and evaluate data collection methods</li> <li>• Independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route</li> </ul>
<p><b>Knowledge and understanding of environmental change and sustainable development</b></p>	<p>Zero Waste project</p> <p>Climate Change project</p>	<ul style="list-style-type: none"> <li>• Understand some of the present changes that are happening in the local environment or at school and can suggest ideas for improving the school environment</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that different people hold different views about an issue and begin understand some of the reasons why</li> <li>• Understand the effect of landscape features on the development of a locality and can describe how people have been affected by changes in the environment</li> <li>• Recognise that people have differing quality of life living in different locations and environments and can explain about key natural resources e.g. water in the locality</li> </ul>	<ul style="list-style-type: none"> <li>• Know about changes in the world environment and understand why people seek to manage and sustain their environment</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the impact of key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water on societies</li> <li>• Use maps, charts etc. to support decision making about the location of places (new bypass)</li> </ul>

<b>Vocabulary</b>	city, country, globe, key, local, map, people, place, town, village	beach, coast, east, forest, mountain, north, river, sea, south, west	continent, economy, environment, landmark, ocean, settlement, tourism, urban, volcano, aerial, atlas, classify, climate, equator, human, island, physical, survey, trade	characteristic, coordinates, nternational, latitude, longitude, meridian, ordinance, topography, Tropic of Cancer, Tropic of Capricorn, altitude, deposition, elevation, erosion, fieldwork, hemisphere, inhabitants, population, transportation, vegetation, revenue	
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