

# National Curriculum: Progression in Geography



Locational knowledge, Place knowledge, Human and physical geography and Geography skills and fieldwork.						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational knowledge taken from National Curriculum KS1 and KS2</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• name and locate the world's 7 continents and 5 oceans</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• name and locate counties and cities of the United Kingdom, geographical regions their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and how some of these aspects have changed over time,</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, and the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>• identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul>

<p><b>Locational knowledge</b></p>	<p>Name and locate the countries of the United Kingdom. (England, Scotland, Wales and Northern Ireland)</p> <p>Name the capital cities of the countries of the UK (England - London, Scotland - Edinburgh, Wales - Cardiff and Northern Ireland - Belfast)</p> <p>Name the seas surrounding the United Kingdom (English Channel, North Sea, Irish Sea and Atlantic Ocean).</p> <p>Identify the characteristics of each of the four countries in the UK, (two lessons).</p>	<p>To know the meaning of Continent.</p> <p>Name and locate the world's 7 continents on a world map (Africa, Antarctica, Asia, Oceania, Europe, North America, and South America).</p> <p>To know the meaning of Ocean.</p> <p>Name and locate the 5 oceans of the world (Atlantic Ocean, Arctic Ocean, Indian Ocean, Pacific Ocean, and Southern Ocean round the Antarctic)</p> <p>Identify the difference between oceans and seas (the seas feed into the oceans. Sea are smaller than oceans and seas are partially enclosed by land. Looking at the Mediterranean feeding into the Atlantic ocean.</p> <p>Name, locate and identify characteristics of the capital cities of England, Ireland, Scotland and Wales.</p>	<p>To understand how use a map (key, scales, grid references)</p> <p>Understand what a county is (an area of England used for different purposes, which include administrative, geographical, cultural and politics)</p> <p>Identify and locate the county of Buckinghamshire and its bordering counties on a map. (Bedfordshire, Northamptonshire, Hertfordshire, Greater London, Berkshire and Oxfordshire) This may be useful <a href="https://www.ordnancesurvey.co.uk/mapzone/">https://www.ordnancesurvey.co.uk/mapzone/</a></p> <p>Name and locate cities of the UK. (London, Brighton, Oxford, York, Cardiff, Edinburgh, Belfast)</p> <p>Understand how to identify topographical features on a map</p> <p>Compare topographical features of the cities of the UK (hills, valleys, mountains).</p> <p>Use land-use patterns (or aerial pictures) to understand how Milton Keynes has changed over time. (look at how MK has changed over the past 50 years)</p>	<p>Use a map to identify North and South America</p> <p>Compare key physical characteristics of the countries in North and South America</p> <p>Compare key human characteristics of the countries and major cities in North and South America</p> <p>Name and locate cities in North and South America</p> <p>Compare key physical characteristics of the major cities in North and South America</p> <p>Compare key human characteristics of the major cities in North and South America</p>	<p>Use a map to locate capital cities within Europe and Russia.</p> <p>Identify the world's countries on a map.</p> <p>Use a map to locate countries within Europe, including Russia.</p> <p>Identify key human characteristics of countries within Europe, including Russia</p> <p>Identify key physical characteristics within Europe, including Russia.</p>	<p>Understand what is meant by latitude, longitude, Equator</p> <p>Use a map to Identify and locate the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>Use a map to identify what countries are located in the northern and southern Hemisphere</p> <p>Understand the significance of the impact of a country's latitude and longitude.</p> <p>Understand the meaning of Greenwich Meridian and time zones.</p> <p>Use a map to identify Greenwich Meridian and time zones.</p> <p>Explain the significance of the Greenwich Meridian and time zones.</p>
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<p><b>Place knowledge taken from National Curriculum KS1 and KS2</b></p>	<p><b>Pupils should be taught to:</b></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>Pupils should be taught to:</b></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>Pupils should be taught to:</b></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 and a region in a European country</li> </ul>	<p><b>Pupils should be taught to:</b></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 and a region in a European country (switzerland)</li> </ul>	<p><b>Pupils should be taught to:</b></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 South America.</li> </ul>	<p><b>Pupils should be taught to:</b></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 in North or South America.</li> </ul>
<p><b>Place knowledge</b></p>	<p>To know the meaning of both human and physical Geography (children give three examples of each)..</p> <p>To compare the similarities and differences of human and physical features of Newport Pagnell, UK and Nairobi in Kenya, Africa.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>simple video clips</li> <li>simple non fiction books on UK and Kenya.</li> </ul>	<p>Compare the similarities and differences of human features of Devon and Sydney, Australia.</p> <p>Compare the similarities and differences of physical features of Devon and Sydney, Australia.</p>	<p>Locate both Buckinghamshire and Tuscany on a map (ensure 'use a map' lesson has taken place from Location Knowledge prior to this)</p> <p>Identify similarities and differences of human features of Buckinghamshire, England and Tuscany, (European Regional comparison).</p> <p>Identify similarities and differences of physical features of Buckinghamshire, England and Tuscany, (European Regional comparison).</p>	<p>Locate countries England and Switzerland on a map</p> <p>Identify similarities and differences of human geography of a England and Switzerland (Look at population, cities, time zones, employment, natural resources etc)</p> <p>Identify similarities and differences of physical geography of England and Switzerland. (Look at climate, food, natural resources etc)</p>	<p>Locate England and Brazil. South America</p> <p>Compare the human features of England and . (population, cities, time zones, employment, resources etc)</p> <p>Compare the physical features of England and Brazil, South America (Look at climate, food, natural resources etc)</p>	<p>Locate Wales, Finland and Mexico. Wales (trip), Finland (travel and tourism) and Mexico, North America (Mayans topic)</p> <p>Compare the human features of Wales, Finland and Mexico (population, cities, time zones, employment, resources etc)</p> <p>Compare the physical features of Wales, Finland and Mexico. (Look at climate, food, natural resources etc)</p>

<p><b>Human and physical geography taken from National Curriculum KS1 and KS2</b></p>	<p><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 key physical and human features (in two places studied)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use a wider range of geographical vocabulary to refer to key physical and human features (in two places studied)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: <b>physical geography</b>, including: climate zones. <b>human geography</b>, including: types of settlement and land use</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: <b>physical geography</b>, including: rivers, mountains, and the water cycle, <b>human geography</b>, including: the distribution of natural resources including water.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of <b>physical geography</b>, including: biomes and vegetation belts. <b>human geography</b>: distribution of natural resources including energy and minerals (Alaska: coal mining.) Link to recycling centre visit?</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of <b>physical geography</b>, including: volcanoes and earthquakes. <b>human geography</b>, including: economic activity including trade links (Finland and UK, Mexico and UK), and the distribution of natural resources including food (Wales and UK).</li> </ul>
<p><b>Human and physical geography</b></p>	<p>To know the four seasons in the UK are different.</p> <p>To explain some of the differences in the four seasons.</p> <p>Compare NP rainfall using gauges in Autumn 1 and Summer 2 (record over a week in Autumn and Summer and build on prior knowledge with Primary research.</p> <p>To know that the weather is different around the world (in relation to the North and South poles and the Equator - the nearer the equator the warmer the weather).</p> <p>To know the meaning of the terms human and physical in regards to geographical features.</p> <p>Name some of the physical geographical features of</p>	<p>Understand and use the key physical features vocabulary based upon Devon such as Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Understand and use the key human features vocabulary based upon Devon such as City, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Understand the term 'climate zones' and them around the work</p> <p>Identify and locate different climate zones around the world.</p> <p>Compare Buckinghamshire and Tuscany climate zones and explain the impact climate zones may have on them (City Life Spring 2).</p> <p>Name and understand the difference between different settlement types (hamlet, village, town, city linking to history topic.)</p>	<p>Know the features of a river (Source, waterfall, oxbow, lake, stream, spring, channel, meander).</p> <p>Understand the water cycle (1. Evaporation happens when warmth from the sun causes water from the sea, lakes and rivers to rise into the air and turn to vapour, which then merge together to form clouds. 2. Condensation happens when water vapour turns back into liquid, and forms clouds in the sky. 3. Precipitation is when water (falls from clouds in the sky. 4. Runoff happens when much of this water flows into lakes and rivers, and gets carried back to the sea).</p> <p>Explain how the path of a river may change</p>	<p>Identify what vegetation belts are. (Vegetation belts are regions of the world that are home to certain plants and species determined by the climate).</p> <p>Identify the 5 major vegetation belts and locate them: forest, grassland, tundra, desert, and ice sheet). Link to England and Alaska</p> <p>Identify what Biomes are (a biome is a large community of vegetation and wildlife adapted to a specific climate).</p> <p>Identify the 5 major types of Biome and locate them (aquatic, grassland, forest, desert and tundra) link to England and Alaska</p>	<p>Understand that the earth's crust is made up 12 tectonic plates</p> <p>Understand how earthquakes happen</p> <p>Understand how volcanoes are formed.</p> <p>Understand the impact of tectonic activities on humans and the environment. (Case study to be conducted for children to write about impact of a major volcanic eruption or earthquake).</p>

	<p>Newport Pagnell (River Ouzel, also known as Lovat - tributary of the river Great Ouse, Bury Fields, plants, landscape)</p> <p>Name some of the human features of Newport Pagnell ( houses, shops, bridge, schools, lampposts, roads, pavement)</p>			<p>(look at physical intervention of dams (look at Switzerland Grande Dixence dam)</p> <p>Identify what mountains are by knowing their features</p> <p>Know how mountains are formed</p> <p>Name and identify different types of mountain formations (Fold mountains, fault-block mountains, dome mountains) in Switzerland - Swiss Alps</p>	<p>Understand how humans affect the environment over time (covered looking at the impact of plastic).</p>	
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<p><b>Geography skills and fieldwork taken from National Curriculum KS1 and KS2</b></p>	<p><b>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.</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 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>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 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> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and to locate countries and describe features studied</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use the 6-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> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <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><b>Geography skills and fieldwork</b></p>	<p>Use a world map and globe to locate the UK and its four countries.</p> <p>Describe a route on a map using directional language to (left, right, forward, backwards)</p> <p>To make my own map of the classroom.</p>	<p>Use a key.</p> <p>Use an aerial photograph and plan to recognise landmarks and basic human and physical features of the school and grounds.</p> <p>Use simple compass directions (north, south, east and west)</p> <p>Devise a simple map of the school grounds (not</p>	<p>Use an atlas to locate countries and describe their features</p> <p>Analyse and compare locations through aerial photographs and pictures.</p> <p>Analyse different locations based on evidence (population, temperatures, photographs)</p>	<p>Understand to use OS 6 figure grid references</p> <p>Understand to use OS symbols and key</p> <p>Use maps (digital/computer mapping) to locate countries and describe features studied.</p>	<p>Explore the impact of climate zones, biomes, vegetation belts, rivers, mountains (this is to be presented through a research project/case study as part of Americans research)</p>	<p>Conduct fieldwork on the impact of new housing estate on Newport Pagnell Bury Field.</p> <ul style="list-style-type: none"> <li>• Conduct public surveys</li> <li>• Traffic survey</li> <li>• Current shops on</li> </ul>

	<p>To direct someone to a given location on a map using directional language..</p>	<p>classroom) and construct a simple key. .</p> <p>Use an atlas to identify the 5 oceans.</p> <p>Use an atlas to identify the 7 continents of the world.</p>	<p>Understand how to use a four grid map reference</p> <p>Understand and use the 8 points of a compass (north (N), east (E), south (S), west (W), northeast (NE), southeast (SE), southwest (SW) and northwest (NW).</p> <p>Conduct a case study of the road usage of Tickford Street.</p>	<p>Write a case study about the features of a river.</p> <p>Conduct field work on a river. (Trip to conduct field work on River Lovat), measure speed of a river, depth etc and write up findings).</p>		<p>high street (create a map)</p> <ul style="list-style-type: none"> <li>• Wildlife survey</li> </ul>
	<p>Foundation Stage:</p> <p>Refer to DFE Statutory Framework for early years foundation stage: (published March 2021/effective September 2021)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf</a></p>					