

Geography Education Progression Document

National Curriculum Expectations

Purpose Of Study

KS1

National Curriculum Key Stage 1: 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.

KS2

National Curriculum Key Stage 2: 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

Aims:

At Sigglesthorne CofE Primary Academy and Riston CofE Primary Academy, we aim to provide a high-quality geography education that inspires children with a fascination and curiosity about the world. Our teaching prepares children with knowledge about diverse places, people and resources, natural and human environments, an understanding of the Earth's key physical and human processes and the formation and use of landscapes. We also aim for our children to develop their geographical skills: collecting and analysing a range of data; interpreting maps, diagrams, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want our children to develop a love of learning about geography both in the classroom and also through fieldwork and educational visits.

Attainment Targets

EYFS (Statutory Framework)	Key Stage 1	Key Stage 2
<p>ELG: People, Culture and Communities: 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> <p>ELG: The Natural World: Explore the natural world around them, making observations; 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.</p> <p><u>Development matters</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.</p>	<ul style="list-style-type: none"> ● name and locate the world’s 7 continents and 5 oceans ● name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Place knowledge <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 Human and physical geography ● 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: <ul style="list-style-type: none"> ● 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, farm, house, office, port, harbour and shop Geographical skills and fieldwork ● 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 <ul style="list-style-type: none"> ● 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 ● 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 ● 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 	<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) Place knowledge ● 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 Human and physical geography ● describe and understand key aspects of: <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 Geographical skills and fieldwork ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● use the 8 points of a compass, 4- and 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 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

Cycle A	Autumn	Spring	Summer
EYFS			
Year 1/2	<p>London</p> <p>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, as well as the countries, continents and oceans studied at this key stage</p>	<p>Australia</p> <p>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 Name and locate the world's seven continents and five oceans</p>	<p>Seaside</p> <p>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, house, office, port, harbour and shop Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</p>
Year 3/4	<p>Romans</p> <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>	<p>Biomes and Explorers</p> <p>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) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Local History</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.</p>
Year 5 / 6	WW2	Extreme Earth	Greece as a holiday destination.

	<p>Locate countries in Europe and the world using maps</p> <p>Points on a compass – direction of attack</p> <p>Locate Russia</p> <p>Locate the most bombed city in England and describe how the features of the land have changed since the bombing</p>	<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Comparison of features</p> <p>Locate countries in Europe and the world using maps</p> <p>Understand geography similarities and difference through study of human and physical geography of a region in Europe</p> <p>Why would anyone go to Greece when we live by the sea?</p>
Cycle B	Autumn	Spring	Summer
EYFS			
Year 1/2	<p><u>Locate castles around the United Kingdom</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p>	<p><u>Polar Regions</u></p> <p>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</p> <p>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</p>	<p><u>Local Area</u></p> <p>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</p> <p>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</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</p>
Year 3/4	<p><u>Stoneage</u></p> <p>Mapping of location of stonehenge and other Stone age to Bronze Age evidence sites including Iron Age hill</p>	<p><u>Anglos and scots</u></p> <p>Name and locate counties and cities of the United</p>	<p><u>Vikings</u></p> <p>human geography, including: types of settlement and land use, economic</p>

	forts: tribal kingdoms, farming, art and culture	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	activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Year 5 / 6	Egypt 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	Mayans Explore fair trade and in particular, the production of chocolate. They will compare and contrast different parts of America. Recap climate and study/compare what are human or physical features of North and South America. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the	Local history/slave trade 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 Investigate where products we use come from. Decide which are imported and which come from the UK and explain why we import goods rather than producing them here with a focus on climate and cost. Distinguish whether trade of goods is local, national or international and look at the benefits of trade.

		Prime/Greenwich Meridian and time zones (including day and night)	
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Key Knowledge, Skills & Vocabulary

Knowledge, Skills, Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Locational Knowledge							
Use a range of sources such as simple maps, photographs, magnifiers, and visiting local places. Name and locate different parts of the local community. Use a simple map with symbols to spot features in the school grounds or in the local community.	Pupils can name and locate three of the seven continents of the world Pupils can name and locate two of the five oceans of the world Pupils can name and locate three of the four countries of the United Kingdom Pupils can name two of the four capital cities of the United Kingdom	Pupils can name and locate the seven continents of the world Pupils can name and locate the five oceans of the world Pupils can name and locate the four countries of the United Kingdom Pupils can name the four capital cities of the United Kingdom	Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map Pupils can, with increasing accuracy, locate cities of the United Kingdom Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/Greenwich Meridian	Pupils can confidently locate countries in Europe, North and South America on a map Pupils can locate cities of the United Kingdom and are beginning to identify counties Pupils can identify at least 4 for 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 Pupils can identify aspects of the physical and human geography that have changed over time	Pupils can, mostly, locate countries of the world on a map Pupils can, mostly, locate counties and cities of the United Kingdom Pupils can identify most for 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 Pupils can identify aspects of the physical and human geography that have changed over time	Pupils can confidently locate countries of the world on a map Pupils can confidently locate counties and cities of the United Kingdom Pupils can 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 Pupils can confidently identify how aspects of the physical and human geography	

							have changed over time
	Inside behind on top next to	map atlas globe continent ocean North Pole compass north east south west South Pole	desert rainforest temperate population urban rural satellite aerial Ordnance Survey equator tropics hemisphere Cancer Capricorn grid reference longitude latitude Meridian contour				
Place Knowledge	Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.	Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography	Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography	Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in physical geography	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography
	school park city forest	Wales N. Ireland Great Britain Europe England Scotland United Kingdom	Asia North America Central America region economy tourism economic Africa South America Antarctica European Union island archipelago colony political				

Human and Physical Geography	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Pupils can identify seasonal patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles Pupils are beginning to use basic geographical vocabulary to refer to human features Pupils are beginning to use basic geographical vocabulary to refer to physical features	Pupils can identify seasonal and daily weather patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles Pupils can use a wide range of basic geographical vocabulary to refer to human features Pupils can use a wide range of basic geographical vocabulary to refer to physical features	Pupils can describe a few aspects of physical geography Pupils can describe a few aspects of human geography	Pupils can describe an increased range of aspects of physical geography Pupils can describe an increased range of aspects of human geography	Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of human geography	Pupils can describe and understand a wide range of key aspects of physical geography Pupils can describe and understand a wide range of key aspects of human geography
	difference pattern change	City town village harbour port cliff valley weather coast forest hill mountain river season beach river	Topography climate erosion volcano earthquake tectonics trade biome coastline vegetation belt water cycle transpiration settlement natural resources ring of fire precipitation				

Geographical Skills and Fieldwork	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. Ask simple geographical questions. Mark	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately	Pupils can use maps, atlases and globes confidently to identify studied regions Pupils can use simple compass directions confidently	Pupils are practising using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied and can use at least one confidently	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils can confidently use two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils can confidently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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	<p>-make to create representations of maps & journeys. Use the globe to identify the UK. Children in the EYFS develop an understanding of positional language in relation to their own position before moving onto directional language used for map work: Use simple observational skills to explore the school grounds.</p>	<p>Pupils can use simple compass directions with increasing accuracy Pupils are recognising landmarks with increased accuracy Pupils are beginning to devise a simple map</p>	<p>Pupils can recognise landmarks Pupils can devise a simple map with basic symbols in a key</p>	<p>Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>	<p>Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>	<p>Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies</p>	<p>Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) Pupils can 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</p>
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