

## Geography Progression: EYFS to KS2

‘In the beginning, God created the heavens and the earth.’ Genesis 1:1

Through the teaching of Geography, pupils are inspired to develop a curiosity and fascination about the world around them. They develop an understanding of its people, places and environments and the interactions and inequalities that occur both between and within these.

### Application of Geography skills and processes:

**KS1 – 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 – pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the locations 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.**

**Both KS1 and KS2 will do this by being taught locational knowledge, place knowledge, human and physical geography and Geographical skills and field-work.**

Nursery	Reception	Key Stage 1	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Geographical skills and Fieldwork</b> (Enquiry skills – asking, investigating and answering geographical questions - Map skills and Fieldwork – collecting information / data outside of the classroom) Skills should be taught within the context of the geographical theme and not as standalone lessons. The skills are developmental – please look at those taught in previous years and use them in your lessons alongside teaching the new skills for your year group. Pupils need to keep practicing their skills.							
<b>ELG People, Culture and Communities</b> Pupils can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	<b>ELG People, Culture and Communities</b> Pupils can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	<b>KS1 Geography National Curriculum.</b> Pupils should begin to use geographical skills, including first hand observation, to enhance their locational awareness. <ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What it this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Use world maps. Atlases ad globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple Fieldwork and observational skills to study geography of the school and the key human and physical features of its surrounding environment</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>	<b>KS2 Geography National Curriculum.</b> Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place awareness. <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location <b>(Italy)</b>.</li> <li>• Use fieldwork to observe and record the human and physical features in</li> </ul>	<b>KS2 Geography National Curriculum.</b> Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place awareness. <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location <b>(Local area)</b>.</li> <li>• Use fieldwork to observe and record the human and</li> </ul>	<b>KS2 Geography National Curriculum.</b> Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place awareness. <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristics</li> </ul>	<b>KS2 Geography National Curriculum.</b> Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place awareness. <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristics</li> </ul>	<b>KS3 Geography National Curriculum.</b> Pupils should develop their use of geographical knowledge, understanding and skills to explain how the Earth’s features at different scales are shaped, interconnected and change over time.

		<ul style="list-style-type: none"> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location features and routes on a map.</li> <li>• Devise a simple map; use and construct basic symbols on a key. Use simple grid reference</li> </ul>	<p>the local area using a range of methods including sketch maps, plans and graphs and digital technologies <b>(Stay within the immediate vicinity of the school)</b></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<p>physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies <b>(Extend further into Queens park)</b></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<p>features of a location.</p> <ul style="list-style-type: none"> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in the London Tube map).</li> <li>• Use the eight points of a compass, four-figure grid reference, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the World.</li> <li>• Create maps of locations identifying patterns (such as; land use, climate zones, population densities, height of land).</li> </ul>	<p>features of a location.</p> <ul style="list-style-type: none"> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in the London Tube map).</li> <li>• Use the eight points of a compass, four-figure grid reference, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the World.</li> <li>• Create maps of locations identifying patterns (such as; land use, climate zones, population densities, height of land).</li> </ul>	
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## Locational knowledge (Knowing where places are in the world)

<p><b>ELG People, Culture and Communities</b> Pupils can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p><b>ELG People, Culture and Communities</b> Pupils can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p><b>KS1 Geography National Curriculum.</b> Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the fur countries and capital cities of the United Kingdom and its surrounding places.</li> <li>Name and locate the world's continents and oceans.</li> </ul>	<p><b>KS2 Geography 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.</p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> </ul>	<p><b>KS2 Geography 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.</p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> </ul>	<p><b>KS2 Geography 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.</p> <ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying humans and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)</li> </ul>	<p><b>KS2 Geography 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.</p> <ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying humans and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)</li> </ul>	<p><b>KS3 Geography National Curriculum.</b> Pupils should extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East. They should focus on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>
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## Physical Geography

**(weather and weather patterns, climate zones, biomes and vegetation belts, rivers, mountains, coasts, volcanoes and earthquakes, and the water cycle)**

<p><b>ELG The Natural World</b> Pupils can explore the natural world around them.</p> <p>Pupils can understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Pupils can name some similarities and differences between the natural world around them and contrasting environments.</p>	<p><b>ELG The Natural World</b> Pupils can explore the natural world around them.</p> <p>Pupils can understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Pupils can name some similarities and differences between the natural world around them and contrasting environments.</p>	<p><b>KS1 Geography National Curriculum.</b> Pupils should understand basic subject-specific vocabulary relating to physical geography and identify hot and cold areas of the world</p> <ul style="list-style-type: none"> <li>Use simple Fieldwork and observational skills to study geography of the school and the key human and physical features of its surrounding environment.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European Country.</li> <li>Use basic geographical vocabulary to refer to: key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> </ul>	<p><b>KS2 Geography National Curriculum.</b> Pupils will know the location and characteristics of a range of the world's most significant physical features</p> <ul style="list-style-type: none"> <li>Use a range of resources to identify the key physical features of a location.</li> <li>Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle <b>(Link to work on Italy)</b></li> </ul>	<p><b>KS2 Geography National Curriculum.</b> Pupils will know the location and characteristics of a range of the world's most significant physical features.</p> <ul style="list-style-type: none"> <li>Use a range of resources to identify the key physical features of a location.</li> <li>Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and <b>the water cycle. (Link to work in the local area)</b></li> </ul>	<p><b>KS2 Geography National Curriculum.</b> Pupils will know the location and characteristics of a range of the world's most significant physical features.</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes and the water cycle. <b>(Link to work on a region within North or South America)</b></li> </ul>	<p><b>KS2 Geography National Curriculum.</b> Pupils will know the location and characteristics of a range of the world's most significant physical features.</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including <b>climate zones, biomes and vegetation belts</b>, rivers, mountains, volcanoes and earthquakes and the water cycle. <b>(Link to work on the contrasting UK area)</b></li> </ul>	<p><b>KS3 Geography National Curriculum.</b> Pupils should understand physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</p>
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## Human Geography

**(Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water)**

<p><b>ELG Past and present</b> Pupils can talk about the lives of the people around them and their roles in society.</p>	<p><b>ELG Past and present</b> Pupils can talk about the lives of the people around them and their roles in society.</p>	<p><b>KS1 Geography National Curriculum.</b> Pupils should understand basic subject-specific vocabulary relating to human geography</p> <ul style="list-style-type: none"> <li>Use simple Fieldwork and observational skills to study geography of the school and the key human and physical features of its surrounding environment.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European Country.</li> <li>Identify land use around the school.</li> </ul>	<p><b>KS2 Geography National Curriculum.</b> Pupils will know the location and characteristics of a range of the world's most significant human features.</p> <ul style="list-style-type: none"> <li>Describe key aspects of human geography, including settlements and land use <b>(Link to work on Italy)</b></li> </ul>	<p><b>KS2 Geography National Curriculum.</b> Pupils will know the location and characteristics of a range of the world's most significant human features.</p> <ul style="list-style-type: none"> <li>Describe key aspects of: human geography, including settlements and land use <b>(Link to work in the local area)</b></li> </ul>	<p><b>KS2 Geography National Curriculum.</b> Pupils will know the location and characteristics of a range of the world's most significant human features.</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including settlements, land use, economic activity including trade links and the distribution of natural resources</li> </ul>	<p><b>KS2 Geography National Curriculum.</b> Pupils will know the location and characteristics of a range of the world's most significant human features.</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including settlements, land use, economic activity including trade links and the distribution of natural resources</li> </ul>	<p><b>KS3 Geography National Curriculum.</b> Pupils should understand human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p>
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- Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office and shop.

including energy, food, minerals and water supplies (**Link to work on a region within North or South America**)

including energy, food, minerals and water supplies (**Link to work on the contrasting UK area**)

## Place knowledge

(About places in the world – their physical and human geography – and how they are similar / different to other places, often the area where the pupil lives)

<p><b>ELG People, Culture and Communities</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>ELG People, Culture and Communities</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>KS1 Geography National Curriculum.</b> Pupils should understand the geographical similarities and differences of a small area of the UK and a small area of a non-European country.</p> <ul style="list-style-type: none"> <li>• Identify the key features of a location in order to say whether it is a city, town village, coastal or rural area.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European Country.</li> <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> </ul>	<p><b>KS2 Geography National Curriculum.</b> Pupils should understand the geographical similarities and differences of a region of the UK <b>a region in a European country (Italy)</b> and a region within North or South America.</p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time</li> </ul>	<p><b>KS2 Geography National Curriculum.</b> Pupils should understand the geographical similarities and differences of <b>a region of the UK (local area)</b>, a region in a European country and a region within North or South America.</p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time</li> </ul>	<p><b>KS2 Geography National Curriculum.</b> Pupils should understand the geographical similarities and differences of a region of the UK a region in a European country and <b>a region within North or South America.</b></p> <ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location</li> <li>• Understand some of the reasons for geographical similarities and difference between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how centuries and geographical regions are interconnected and independent.</li> </ul>	<p><b>KS2 Geography National Curriculum.</b> Pupils should understand the geographical similarities and differences of <b>a region of the UK</b> a region in a European country and a region within North or South America.</p> <ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location</li> <li>• Understand some of the reasons for geographical similarities and difference between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how centuries and geographical regions are interconnected and independent.</li> </ul>	<p><b>KS3 Geography National Curriculum.</b> Pupils should understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</p> <p>Pupils should understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p>
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## Key Vocabulary

<p>Town Weather Hot Cold Soil Here There Near Far</p>	<p>Season World Village Countryside Farm Factory House Hill Soil Beach Shop</p>	<p>Geographical Question Map Plan Observe Location Direction School Grounds Local Area United Kingdom Weather chart Main towns Cities Address Place Physical Human Environment</p>	<p>Atlas Globe Compass North South East West Route Aerial Plan Feature Observe Photograph Key Fieldwork Capital City Continent Europe Island Features Forest Ocean Sea City Job Similarity Difference</p>	<p>Grid Reference Index Symbol North-East North-West South-East South-West Northern Hemisphere Locality Volcano Lava Rock Tectonic Plate Earthquake Epi centre Magnitude</p>	<p>Measure Enquiry Location Locality Great Britain British Isles Tropic Capricorn Cancer Weather Patterns Natural Resources</p>	<p>Greenwich Meridian River Valley Erode Deposit Transport Meander River Bank Channel Mountain Economic North America</p>	<p>Arctic Circle Antarctic Circle Coast Beach Erosion Deposition Cave Arch Stack Groyne Pebble Bay Cliff Biome Desert Tropical Arctic Tundra Vegetation Climate Climate zone Time Zone</p>	
<p>Adaptations for SEND</p>	<p>Writing Frames Word Banks / mats Sentence Stems to support discussion with partner Breaking down of task into smaller chunks Simplified maps / diagrams Adult support Providing books / written resources at an appropriate reading age Enlarging resources Printing of relevant PPT slides so pupil can refer back to information Mind maps to record information during input</p>							