



Progression of Knowledge, Skills and Vocabulary: Geography

Early Geography Progression: Understanding the EYFS to KS1 Readiness to Progress

Organisation of Knowledge	Locational Knowledge	Knowledge of Places	Human and Physical Geographical Knowledge	Using Maps
Relevant ELG	ELG: The natural world - Explore the natural world around them, making observations and drawing pictures of animals		ELG: People, culture and communities - Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps ELG: The natural world - Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.	
KS1 Readiness Objective	- Know where they live - Know how they travel to school	- Talk about some of the differences they notice when they are in different places - Talk about places when looking at books and watching tv/videos - Talking about places they have been to - Talk about places in stories - Using language that relates to place	- Recognise elements of their environment that are manmade and natural	- Make maps from stories - Follow simple maps in play

Geography Progression: National Curriculum Programme of Study

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims of the National Curriculum

The national curriculum for geography aims to ensure that all pupils:

develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
 understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
 are competent in the geographical skills needed to:

collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Geography Progression: Programme of Study Overview

Subject Content 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.

Subject Content 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.

Geography Progression: Locational Knowledge

Key Stage 1

Pupils should be taught about:

- 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

Key Stage 2

Pupils should be taught about:

- 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)

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Core Knowledge	<ul style="list-style-type: none"> - Globes and maps can show us the location of different places around the world. 	<ul style="list-style-type: none"> - A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. - The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. - Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. 	<ul style="list-style-type: none"> - An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. - The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom. - The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. 	<ul style="list-style-type: none"> - Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia. - Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle. - Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. 	<ul style="list-style-type: none"> - The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. - Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. - The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. 	<ul style="list-style-type: none"> - Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia. - Relative location is where something is found in comparison with other features. - The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later. 	<ul style="list-style-type: none"> - Geographical interconnections are the ways in which people and things are connected. - A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another. - The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.

	Skills	<ul style="list-style-type: none"> - Begin to notice and talk about the different places around the world, including oceans and seas. - Identify the United Kingdom on a world map or globe. 	<ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans on a world map. - Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. 	<ul style="list-style-type: none"> - Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. - Identify characteristics of the four countries and major cities of the UK. 	<ul style="list-style-type: none"> - Locate countries and major cities in Europe (including Russia) on a world map. - Name, locate and describe some major counties and cities in the UK. 	<ul style="list-style-type: none"> - Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. - Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. Identify the topography of an area of the UK using contour lines on a map. 	<ul style="list-style-type: none"> - Name, locate and describe major world cities. - Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. 	<ul style="list-style-type: none"> - Explain interconnections between two or more areas of the world. - Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.
	Vocabulary	<p>ocean Sea United Kingdom</p>	<p>continent country capital cities climate weather England Scotland Wales Northern Ireland Africa Antarctica Asia Australia Europe North America and South America Arctic Ocean Atlantic Ocean Indian Ocean Pacific Ocean and Southern Ocean London Belfast Edinburgh Cardiff</p>	<p>Black, Red and Caspian Seas English Channel, Irish Sea and North Sea landscape language currency key landmarks North Pole South Pole</p>	<p>France Spain Germany Italy Belgium Russia latitude longitude equator Prime Meridian</p>	<p>Tropic of Cancer Tropic of Capricorn</p>	<p>hemisphere</p>	<p>interconnection</p>

Geography Progression: Place Knowledge

Key Stage 1								Key Stage 2	
Pupils should be taught about:								Pupils should be taught about:	
- 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								- 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	
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Place Knowledge	Core Knowledge	<ul style="list-style-type: none"> - Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities. - A place can be important because of its location, use buildings or landscape. 	<ul style="list-style-type: none"> - Places can be compared by size, amenities, transport, location, weather and climate. - A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. - A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. 	<ul style="list-style-type: none"> - A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain. - A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef. - Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these. 	<ul style="list-style-type: none"> - Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire. - Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. 	<ul style="list-style-type: none"> - Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze. - Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power. 	<ul style="list-style-type: none"> - The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate. - Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced. - Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs. 	<ul style="list-style-type: none"> - Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. - North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply). - Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water. 	

	Skills	<ul style="list-style-type: none"> - Describe a contrasting environment to their own. - Describe how the weather, plants and animals of one place is different to another using simple geographical terms. - Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. - Discuss and describe places that are important to them. 	<ul style="list-style-type: none"> - Identify the characteristics of a settlement. - Locate hot and cold areas of the world in relation to the equator. - Identify the similarities and differences between two places. - Name important buildings and places and explain their importance. 	<ul style="list-style-type: none"> - Describe the size, location and function of a local industry. - Locate the equator and the North and South Poles on a world map or globe. - Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. - Name, locate and explain the significance of a place. 	<ul style="list-style-type: none"> - Describe the type and characteristics of settlement or land use in an area or region. - Locate significant places using latitude and longitude. - Classify, compare and contrast different types of geographical feature. - Name and locate significant volcanoes and plate boundaries and explain why they are important. 	<ul style="list-style-type: none"> - Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. - Identify the location of the Tropics of Cancer and Capricorn on a world map. - Describe and compare aspects of physical features. - Name, locate and explain the importance of significant mountains or rivers. 	<ul style="list-style-type: none"> - Describe in detail the different types of agricultural land use in the UK. - Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). - Identify and describe the similarities and differences in physical and human geography between continents. - Identify some of the problems of farming in a developing country and report on ways in which these can be supported. 	<ul style="list-style-type: none"> - Describe the distribution of natural resources in an area or country. - Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). - Describe the climatic similarities and differences between two regions. - Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.
Vocabulary		<p>weather food religion wildlife transport building landscape</p>	<p>town city shop road office</p>	<p>industry business</p>	<p>rural urban hamlet suburban suburbs volcano earthquake</p>	<p>water systems</p>	<p>agriculture fair trade</p>	<p>precipitation natural resources energy sources</p>

Geography Progression: Human and Physical Geography

<p>Key Stage 1 Pupils should be taught about:</p> <ul style="list-style-type: none"> - 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: - 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 	<p>Key Stage 2 Pupils should be taught about:</p> <ul style="list-style-type: none"> - describe and understand key aspects of: - 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
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		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	Core Knowledge	<ul style="list-style-type: none"> - Large physical features include rivers, mountains, oceans and the coastline. - Natural materials include wood, stone and sand. Man-made materials include metal, plastic, glass and fabric. Materials can be used to build and make things. - Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship. - There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns. - All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen. - Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground. 	<ul style="list-style-type: none"> - Physical features are naturally-created features of the Earth. - A material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural materials but have been changed to have different properties. - Geographical features can change over time. - Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location. - Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather. - Weather is a physical process. - Litter and pollution have a harmful effect on the areas where we live, work and play. 	<ul style="list-style-type: none"> - A physical feature is one that forms naturally, and can change over time due to weather and other forces. - Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and man-made materials are used to make human features. - An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding. - Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. - A weather pattern is a type of weather that is repeated. - Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall. 	<ul style="list-style-type: none"> - Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations. - A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. - There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny. - The Earth is made of four different layers. The inner 	<ul style="list-style-type: none"> - A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. - Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau. - Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed. - Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. 	<ul style="list-style-type: none"> - North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands. - The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion. Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city. Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as 	<ul style="list-style-type: none"> - The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice. - The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs. - Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries. - The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. - Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic),

			<ul style="list-style-type: none"> - Natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully. 	<ul style="list-style-type: none"> - The local environment can be improved by picking up litter, planting flowers and improving amenities. - Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future. 	<p>core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.</p> <ul style="list-style-type: none"> - Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. - Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture. - Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms. - Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. - The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. - A person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, 	<ul style="list-style-type: none"> - Human features can be interconnected by function, type and transport links. - Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent. - Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling. Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life. - The environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy. 	<ul style="list-style-type: none"> - airports, bus stations, ferry terminals or railway stations. - Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape. - Soil fertility, drainage and climate influence the placement and success of agricultural land. - Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. - Industries can make their manufacturing processes more sustainable and better for the environment by using renewable energy sources, reducing, reusing and recycling and sharing resources. 	<ul style="list-style-type: none"> - jobs, clothing, transport and transportation links and the availability of natural resources. - Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions. - Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming. - Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future.
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				eating less meat, flying less and wasting less food and products.			
Skills	<ul style="list-style-type: none"> Name and talk about man-made features in the local environment, including shops, houses, streets and parks. Record observations about the way the local environment changes throughout each season. Describe how different types of weather affect the local environment. Name some natural and man-made materials in the environment. Name some common physical features in the locality and beyond. Describe ways to look after the immediate environment. Discuss how the local environment has changed over time using photographs and first-hand experiences. 	<ul style="list-style-type: none"> Name and describe the purpose of human features and landmarks. Identify patterns in daily and seasonal weather. Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity. Identify natural and man-made materials in the environment. Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Describe how pollution and litter affect the local environment and school grounds. Describe ways to protect natural environments, such as woodlands, hedgerows and meadows. Describe how a place or geographical feature has changed over time. 	<ul style="list-style-type: none"> Use geographical vocabulary to describe how and why people use a range of human features. Describe simple weather patterns of hot and cold places. Describe, in simple terms, the effects of erosion. Describe the properties of natural and man-made materials and where they are found in the environment. Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Describe ways to improve the local environment. Describe how human behaviour can be beneficial to local and global environments, now and in the longer term. Describe how an environment has or might change over time. 	<ul style="list-style-type: none"> Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. Explain how the weather affects the use of urban and rural environments. Explain the physical processes that cause earthquakes and volcanic eruptions. Name and describe the types, appearance and properties of rocks. Describe the parts of a volcano or earthquake. Name and describe properties of the Earth's four layers. Identify the five major climate zones on Earth. Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment. Describe how a significant geographical activity has changed a landscape in the short or long term. Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). 	<ul style="list-style-type: none"> Describe a range of human features and their location and explain how they are interconnected. Explain climatic variations of a country or continent. Use specific geographical vocabulary and diagrams to explain the water cycle. Describe and explain the transportation of materials by rivers. Describe the properties of different types of soil. Identify, describe and explain the formation of different mountain types. Describe altitudinal zonation on mountains. Describe how natural resources can be harnessed to create sustainable energy. Explain how the physical processes of a river, sea or ocean have changed a landscape over time. 	<ul style="list-style-type: none"> Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. Explain how the climate affects land use. Describe how soil fertility, drainage and climate affect agricultural land use. Explain how the topography and soil type affect the location of different agricultural regions. Describe and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. Identify and explain ways that people can improve the production of products without compromising the needs of future generations. Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). 	<ul style="list-style-type: none"> Explain how humans function in the place they live. Evaluate the extent to which climate and extreme weather affect how people live. Describe the physical processes, including weather, that affect two different locations. Explain how the presence of ice makes the polar oceans different to other oceans on Earth. Compare and describe physical features of polar landscapes. Explain how climate change affects climate zones and biomes across the world. Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth. Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.
Vocabulary	<p>spring summer autumn winter</p>	<p>beach cliff coast forest hill mountain sea ocean</p>	<p>beach cliff coast forest hill mountain sea ocean</p>	<p>natural disasters climate zones desert Mediterranean polar temperate and tropical volcano earthquake</p>	<p>the water cycle altitude tundra</p>	<p>biome, topography economic activity land use</p>	<p>energy food minerals water climate change</p>

			river soil valley vegetation season and weather	river soil valley vegetation season and weather				
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Geography Progression: Geographical Skills and Fieldwork

Key Stage 1

Pupils should be taught about:


- 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
- 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

Key Stage 2

Pupils should be taught about:

- 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

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	Core Knowledge	<ul style="list-style-type: none"> - A map is a picture or drawing of an area of land or sea. - Maps and photographs can be used to show key features of the local environment. - Geographical information can be collected by using simple tally charts and pictograms. - Fieldwork includes going on walks and visits to collect information about the environment. - Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind, in front of, in between, above, below and underneath. 	<ul style="list-style-type: none"> - A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. - An aerial photograph or plan perspective shows an area of land from above. - Data is information that can be collected and used to answer a geographical question. - Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. - Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. 	<ul style="list-style-type: none"> - Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. - An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). - Data can be recorded in different ways, including tables, charts and pictograms. - Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. - The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another. 	<ul style="list-style-type: none"> - A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map. - Maps, globes and digital mapping tools can help to locate and describe significant geographical features. - Primary data includes information gathered by observation and investigation. - The term geographical evidence relates to facts, information and numerical data. - The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. 	<ul style="list-style-type: none"> - A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map. - An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. - Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet. - Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis. - The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east 	<ul style="list-style-type: none"> - The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat. Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. - Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions. - A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and 	<ul style="list-style-type: none"> - A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features. - Satellite images are photographs of Earth taken by imaging satellites. - Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies). - Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. - Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.

					(NE), south-east (SE), south-west (SW) and north-west (NW).	the impacts on the surrounding environment. - Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.	
Skills	<ul style="list-style-type: none"> - Use photographs and maps to identify and describe human and physical features from their locality. - Begin to collect simple geographical data during fieldwork activities. - Take photographs, draw simple picture maps and collect simple data during fieldwork activities. - Use simple positional language to describe where things are in relation to each other and give directions. - Make and use simple maps in their play to represent places and journeys, real and imagined. 	<ul style="list-style-type: none"> - Identify features and landmarks on an aerial photograph or plan perspective. - Collect simple data during fieldwork activities. - Carry out fieldwork tasks to identify characteristics of the school grounds or locality. - Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. - Draw or read a simple picture map. 	<ul style="list-style-type: none"> - Study aerial photographs to describe the features and characteristics of an area of land. - Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). - Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. - Use simple compass directions to describe the location of features or a route on a map. - Draw or read a range of simple maps that use symbols and a key. 	<ul style="list-style-type: none"> - Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. - Analyse primary data, identifying any patterns observed. - Gather evidence to answer a geographical question or enquiry. - Use the eight points of a compass to locate a geographical feature or place on a map. - Use four-figure grid references to describe the location of objects and places on a simple map. 	<ul style="list-style-type: none"> - Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. - Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. - Investigate a geographical hypothesis using a range of fieldwork techniques. - Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. - Use four or six-figure grid references and keys to describe the location of objects and places on a map. 	<ul style="list-style-type: none"> - Analyse and compare a place, or places, using aerial photographs, atlases and maps. - Summarise geographical data to draw conclusions. - Construct or carry out a geographical enquiry by gathering and analysing a range of sources. - Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. - Identify elevated areas, depressions and river basins on a relief map. 	<ul style="list-style-type: none"> - Use satellite imaging and maps of different scales to find out geographical information about a place. - Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. - Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. - Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. - Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
Vocabulary	map in on next to behind in front of in between above below underneath	key aerial photograph left right straight ahead turn	data North East South West route fieldwork	four-figure grid reference digital mapping primary data compass north-east north-west south-east south-west	six-figure grid reference atlas fieldwork	relief contour cartography	satellite images

What will our pupils go on to learn?

Geography Progression: Programme of Study KS3

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims of the National Curriculum

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Schools are not required by law to teach the example content in [square brackets].

Geography Progression: Subject Content KS3

Key stage 3

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

Locational knowledge

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, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place knowledge

understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia

Human and physical geography

understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

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

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

understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems

Geographical skills and fieldwork

build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field

interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs

use Geographical Information Systems (GIS) to view, analyse and interpret places and data

use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information