

# National Curriculum-Progression in Geography



	KS1	KS2
<b>National Curriculum Programme of Study</b>	<p><b>Pupils should be taught about:</b> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 oceans</li> <li>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p>	<p><b>Pupils should be taught about:</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place knowledge</b></p>

<ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: (LKS2) Volcanoes, rivers, and the water cycle. (UKS2) Climate zones, biomes, mountains and earthquakes <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the 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</li> <li>• use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Who am I?  Local area geography Chacewater Village The Big Build Maps	What do I need to be me?	<b>History/ Geography</b> <b>Non-European Country</b> <b>Geographical skills and fieldwork</b> Who were the Mayans? Mayan Civilisation	<b>History</b> - Romans – <u>What Did The Romans Do For Us?</u> <b>Geographical skills and fieldwork: Locational knowledge/ maps</b>	<b>Science</b> - <u>Life cycles</u> – Plants & animals/humans	<b>Science</b> - The Circulatory system& respiratory system
Autumn 2	Let's Celebrate	History - Flying High <b>Geographical skills and fieldwork:</b>	<b>Science</b> - Brilliant bodies - Nutrition & food - <u>What's inside us?</u>	<b>Science</b> -Digestion and Teeth - <u>Where Does My Food Go?</u>	<b>History</b> - Celts – <u>What impact did the Celts have in Cornwall?</u>	<b>History</b> - Medieval History – Knights/King Arthur
Spring 1	Animal Allsorts	Wild Cornwall <b>Geographical skills and fieldwork</b> Local knowledge/ human and physical features	<b>Geography</b> - Climate zones – Who was Earnest Shackleton?	<b>History</b> - Local history – <u>How has Cornwall Changed?</u> <u>MINING</u>	<b>Science</b> - Forces & properties of materials – May The Force Be With You	<b>Science</b> - Evolution/inheritance – classification
Spring 2	The Potting Shed	Sowing and Growing	<b>Science</b> – Plants - <u>How Does Your Garden Grow?</u>	<b>Geography</b> - the coast & erosion <b>Science</b> - States of matter- the water cycle	<b>Geography</b> - <u>Natural Disasters</u> – Properties and Changing of Materials <u>Why is our Planet So Volatile?</u>	
Summer 1	(Where shall we go?) Posting and places  Describe seasonal weather changes	Super heroes	<b>History</b> – <u>The Stone Age</u>	<b>Science</b> - Electricity & sound	<b>Science</b> - Earth & space – light & shadow <u>Why leave Earth?</u>	<b>Science</b> - Electricity & light
Summer 2	Pirates (seaside) /To the rescue	Investigating India! <b>Geographical skills and fieldwork</b> Local knowledge Place Knowledge	<b>Science</b> - <u>Rocks, and Soil, Forces and Magnets, Light and dangers on the sun</u>	<b>Geography</b> - <u>Non-European countries</u> – South America- <u>Could the Rainforest be Your Eden?</u>	<b>History</b> - Greeks – <u>What did the Greeks Do For Us?</u>	<b>History</b> -1066+ history, Compare wider world – Refugees

KS1		Geographical skills and fieldwork	Locational Knowledge	Human and physical	Place Knowledge
	Year 1	<ul style="list-style-type: none"> <li>ask simple geographical questions e.g. What is it like to live in this place?</li> <li>use simple observational skills to study the geography of the school and its grounds</li> <li>use simple maps of the local area e.g. large scale print, pictorial etc.</li> <li>use locational language (e.g. near and far, left and right) to describe the location of features and routes</li> <li>make simple maps and plans e.g. pictorial place in a story</li> </ul>	understand how some places are linked to other places e.g. roads, trains	describe seasonal weather changes	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>
	Year 2	<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> <ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>name, describe and compare familiar places</li> <li>link their homes with other places in their local community</li> <li>know about some present changes that are happening in the local environment e.g. at school</li> <li>suggest ideas for improving the school environment</li> </ul>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key physical features, including: <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</b></li> <li>use basic geographical vocabulary to refer to key human features, including: <b>city, town, village, factory, farm, house, office, port, harbour and shop</b></li> </ul>	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

		Geographical skills and fieldwork	Locational Knowledge	Human and physical	Place Knowledge
LKS2	Year 3	ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues? • analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. • recognise that different people hold different views about an issue and begin to understand some of the reasons why • communicate findings in ways appropriate to the task or for the audience • understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. • use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office • make more detailed fieldwork sketches/diagrams • use fieldwork instruments e.g. camera, rain gauge • use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features • use four figure grid references • use the 8 points of a compass • make plans and maps using symbols and keys	identify where countries are within the UK and the key topographical features • name and locate the cities of the UK	<ul style="list-style-type: none"> <li>• describe human features of the UK regions, cities and/or counties</li> <li>• understand the effect of landscape features on the development of a locality</li> <li>• describe how people have been affected by changes in the environment</li> <li>• explain about natural resources e.g. water in the locality</li> <li>• explore weather patterns around parts of the world</li> </ul>	<p>understand why there are similarities and differences between places</p> <ul style="list-style-type: none"> <li>• develop an awareness of how places relate to each other</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</li> <li>• measure straight line distances using the appropriate scale</li> <li>• explore features on OS maps using 6 figure grid references</li> <li>• draw accurate maps with more complex keys</li> <li>• plan the steps and strategies for an enquiry</li> </ul>	recognise the different shapes of the continents • demonstrate knowledge of features about places around him/her and beyond the UK • identify where countries are within Europe, including Russia • recognise that people have differing qualities of life living in different locations and environments • know how the locality is set within a wider geographical context	<ul style="list-style-type: none"> <li>• know about the physical features of coasts and begin to understand erosion and deposition</li> <li>• understand how humans affect the environment over time</li> <li>• know about changes to the world environments over time</li> <li>• understand why people</li> </ul>	<ul style="list-style-type: none"> <li>• know about the wider context of places – region, country</li> <li>• understand why there are similarities and</li> </ul>

				seek to manage and sustain their environment	differences between places
		Geographical skills and fieldwork	Locational Knowledge	Human and physical	Place Knowledge
UKS2	Year 5	understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day • recognise the different shapes of countries • identify the physical characteristics and key topographical features of the countries within North America • know about the wider context of places e.g. county, region, country • know and describe where a variety of places are in relation to physical and human features • know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences
	Year 6	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her 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	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,	know about the physical features of coasts and begin to understand erosion and deposition	understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a

		<p>technologies • understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc. • use maps, charts etc. to support decision making about the location of places e.g. new bypass</p>	<p>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)</p>	<p>understand how humans affect the environment over time</p> <p>know about changes to the world environments over time</p> <p>understand why people seek to manage and sustain their environment</p>	<p>region of a mainland European country and a region within North or South America</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------