

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Geography

Features				
<ul style="list-style-type: none"> • At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters • At key stage 1 and 2, the key knowledge progression document takes full account of the national curriculum’s strands of: <ul style="list-style-type: none"> ○ Locational knowledge ○ Place knowledge ○ Human and Physical geography ○ Geographical skills and fieldwork • These strands have been chosen to replicate those in the National Curriculum • The statement ‘Know the position of the equator, the Northern Hemisphere, the Southern Hemisphere’ has been moved to KS1 locational knowledge. This has been moved KS1 from the KS2 national curriculum as it will build upon the knowledge already being learned in year 2 ‘knowing the location of hot and cold areas of the world in relation to the Equator and the North and South pole.’ Children in year 2 will be taught the location of hot and cold places in relation to the Equator so the location of the Equator will also be taught alongside to support children’s locational knowledge. • G1.8 ‘To know their address’ - this statement has been added to the year 1 KS1 Geography as children need to know where they live. The statement reflects the progression within the EYFS and National Curriculum. 		<p>KKPDs match the ambition of the National Curriculum. In some instances, knowledge specified within the KKPDs is more ambitious than the National Curriculum. For example:</p> <ul style="list-style-type: none"> • Children in Year 6 are taught knowledge about developed and developing nations (including an introduction to the Human Development Index) (G6.6). This is not a requirement of the National Curriculum • Children in the EY are introduced to simple fieldwork skills (NG.9 and RG.8) • Children look at the impact of the water cycle (G4.8), not just what happens within it. • Children look at the impact of climate change (G5.7), not just the different climate zones. 		
<ul style="list-style-type: none"> • Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained 				
<ul style="list-style-type: none"> • Knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained. 				
<ul style="list-style-type: none"> • When considering pupils’ improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for geography for their age group. 				
Early Years Framework				
Early Years Statutory Framework: Educational Programme Understanding of the World	Early Learning Goal People, Culture and Communities		Early Learning Goal The Natural World	
<p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</i></p>	<ul style="list-style-type: none"> • <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i> • <i>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.</i> 		<ul style="list-style-type: none"> • <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i> 	
National Curriculum Subject Content				
Strand	Locational knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork

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Key Stage 1	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<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: <ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> 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 (eg: near and far, left and right) to describe the location of features and routes on a map Use aerial photos 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
Strand	Locational knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
Key Stage 2	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<ul style="list-style-type: none"> 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 within North or South America 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> 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 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

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Locational knowledge	<ul style="list-style-type: none"> • NG.1 know there are different countries in the world • NG.2 know there are differences between countries and can talk about these, from experiences or photographs • NG.3 know the name of the town in which we live 	<ul style="list-style-type: none"> • RG.1 know the name of the country we live in. • RG.2 know where the United Kingdom is, located on a world map • RG.3 know the name the nearby city 	<ul style="list-style-type: none"> • G1.1 know and locate the names of the four countries that make up the UK • G1.2 know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland • G1.3 know the characteristics of each of the 4 countries in the UK • G1.4 know their own address 	<ul style="list-style-type: none"> • G2.1 know the name of and locate the three main seas that surround the UK (including using the geographical vocabulary: ocean, sea, port, harbour, beach, cliff) 	Locational knowledge		<ul style="list-style-type: none"> • G4.1 know the names and locate counties and cities in the UK. • G4.2 know about the geographical regions and identify human and physical characteristics of counties and cities in parts of the UK • G4.3 know key topographical features of the UK including hills, mountains, coasts, rivers. • G4.4 know, name and locate the main rivers of the UK. • G4.5 know why most cities are located by a river and the land-use patterns. • G4.6 know how the land in the UK has changed over time. 		<ul style="list-style-type: none"> • G6.1 know about the Prime/Greenwich Meridian and time zones and work out differences (including day and night). 	

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				<ul style="list-style-type: none"> G2.2 know and locate the names of the seven continents. G2.3 know and locate the names of the five oceans. G2.4 know the position of the Equator, the Northern Hemisphere and the Southern Hemisphere. 		<ul style="list-style-type: none"> G3.1 know the names and locate some countries in Europe (including Russia) G3.2 know about the environmental regions of a European country G3.3 know the key physical and human characteristics of a European country and its cities 		<ul style="list-style-type: none"> G5.1 name and locate the position and significance of latitude and longitude. G5.2 know and locate the Tropics of Cancer and Capricorn. G5.3 know the names and locate a number of world countries. G5.4 know the names of some North and South American countries. 	<ul style="list-style-type: none"> G6.2 know and locate contrasting socio-economic countries. 	<ul style="list-style-type: none"> G7.1 know and locate the worlds continents and oceans G7.2 know and locate countries in Europe, North and South America G7.3 know and locate Russia and China G7.4 know and locate the major rivers in the world
Place knowledge	<ul style="list-style-type: none"> NG.4 know the name of different features and objects in their immediate environment NG.5 know that small world opportunities link to real world experiences (e.g. farms, garages, train tracks, walking by a river or lakes) NG.6 know how to use questions to find about the place where they live and the natural world 	<ul style="list-style-type: none"> RG.4 know and discuss the features of their local environment RG.5 know some environments that are different to the one in which we live RG.6 know some similarities and differences between life in this country and life in other countries 	<ul style="list-style-type: none"> G1.5 know the human and physical features of a place in England. 	<ul style="list-style-type: none"> G2.5 know similarities and differences of the geographical features of a place in England and small area in a non-European country (using the geographical vocabulary: port, harbour, beach, cliff, coast, sea, ocean, vegetation, soil, valley, river, forest, hill, mountain) 	Place knowledge	<ul style="list-style-type: none"> G3.4 know geographical similarities and differences between living in the UK and a European country. 		<ul style="list-style-type: none"> G5.5 know key similarities and differences between living in the UK and in a country in either North or South America. 		<ul style="list-style-type: none"> G7.5 know and locate the main human and physical features of the local area G7.6 know and understand the global patterns of development, locating countries in different states of development

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		<ul style="list-style-type: none"> RG.7 know that seasons change and the differences between them 	<ul style="list-style-type: none"> G1.6 know and recognise main weather symbols G1.7 know the seasonal patterns in the UK (using the geographical vocabulary season and weather) G1.8 know daily weather patterns in the UK 	<ul style="list-style-type: none"> G2.6 know the location of hot and cold areas of the world in relation to the Equator and the North and South pole 				<ul style="list-style-type: none"> G5.6 know the key physical features of climate zones G5.7 know the causes and impact of climate change 		<ul style="list-style-type: none"> G7.7 know the cause of weather in the UK
Human and Physical Geography	<ul style="list-style-type: none"> NG.7 know how to respect and care for the natural environment NG.8 know how their behaviour can affect the environment 		<ul style="list-style-type: none"> G1.9 know the main differences between city, town and village (including using the geographical vocabulary of farm, factory, house, office, shop) 	<ul style="list-style-type: none"> G2.7 know some of the advantages and disadvantages of living in a city or village 	Human and Physical Geography					

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						<ul style="list-style-type: none"> • G3.5 know the key physical features and parts of a volcano • G3.6 know what causes an earthquake 	<ul style="list-style-type: none"> • G4.7 know the key physical features of a river • G4.8 know the impact of the water cycle (e.g. potential flooding) • G4.9 know different types of settlements and land use 	<ul style="list-style-type: none"> • G5.8 know what is meant by biomes and what are the features of a specific biome (e.g. rainforests, grasslands, aquatic, forest, tundra, desert) • G5.9 know the key physical aspects of vegetation belts • G5.10 know key topographical features (for example, hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time 		<ul style="list-style-type: none"> • G7.8 know the key features of Russia's physical landscape, climate, environment, population and economy

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									<ul style="list-style-type: none"> • G6.3 know the key aspects of economic activity and trade links • G6.4 know why industrial areas and ports are important • G6.5 know the distribution of natural resources including energy, food, minerals and water • G6.6 know main human and physical differences between developed and developing nations 	<ul style="list-style-type: none"> • G7.9 know how their local area is linked to other countries through globalisation • G7.10 know the role that China plays in globalisation • G7.11 know the human and physical features of a river
Skills and Fieldwork		<ul style="list-style-type: none"> • RG.8 know that information can be drawn from a simple map. 	<ul style="list-style-type: none"> • G1.10 know the location of the 4 countries of the UK on a map, atlas and / or globe 	<ul style="list-style-type: none"> • G2. 8 know the location of the seven continents on a world map, atlas and / or globe • G2.9 know the location of the non-European country in the contrasting study on a map, atlas and / or globe • G2.10 know the location of the five oceans on a world map, atlas or globe 	Skills and Fieldwork	<ul style="list-style-type: none"> • G3.7 use maps to locate European countries and major cities 	<ul style="list-style-type: none"> • G4.10 know some symbols and keys on an Ordnance Survey map for the UK • G4.11 know how to use a 4-figure grid references. 	<ul style="list-style-type: none"> • G5.11 know how to use digital mapping to see how land use has changed over time and describe the features studied 	<ul style="list-style-type: none"> • G6.7 know how to use six-figure grid references • G6.8 know how to use maps and atlases and digital computer mapping to locate countries 	<ul style="list-style-type: none"> • G7.12 know how to locate places using latitude and longitude • G7.13 know how to analyse distribution on maps at a variety of scales

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			<ul style="list-style-type: none"> G1.11 know which is N, E, S and W on a compass 	<ul style="list-style-type: none"> G2.11 know and use locational and directional language to describe places on a map. 		<ul style="list-style-type: none"> G3.8 know and name the eight points of a compass 				
	<ul style="list-style-type: none"> NG.9 know how to use simple observational equipment to support exploration of the natural environment 		<ul style="list-style-type: none"> G1.12 know how to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of their local environment 							
			<ul style="list-style-type: none"> G1.13 know how to use aerial photographs and plan perspectives to recognise landmarks in the UK 	<ul style="list-style-type: none"> G2.12 know how to use aerial photographs and plan perspectives to recognise human and physical features 						

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				<ul style="list-style-type: none"> G2.13 know how to devise a simple map; and use and construct basic symbols in a key 			<ul style="list-style-type: none"> G4.12 know how to use a range of methods to present data (e.g. sketch maps, plans, graphs and IT) G4.13 know how to observe, measure and record data on human and physical features in the local area. 	<ul style="list-style-type: none"> G5.12 know how to use graphs to record features such as temperature or rainfall across the world. 		<ul style="list-style-type: none"> G7.16 know how to draw and annotate a sketch map