



CORBY PRIMARY ACADEMY

THE GEOGRAPHY CURRICULUM: A PROGRESSION

Whole School Geography Progression Map

At Corby Primary Academy, Geography inspires a curiosity and fascination about the world and its people, fostering a lifelong interest. From the Early Years, pupils work **collaboratively** to explore geographical concepts, developing their understanding through discussion, group tasks, and shared enquiry. Our curriculum immerses pupils in rich geographical **language**, enabling them to articulate their understanding of places, processes, and human impact with confidence. Teachers ensure that vocabulary is embedded and used purposefully to support deeper learning and discussion. We are committed to providing an **inclusive** geography curriculum that reflects the diverse world we live in. Lessons are designed to be accessible and meaningful for all pupils, ensuring that every child can engage with and contribute to geographical learning, regardless of background or ability. **Memorable** experiences, such as fieldwork, interactive mapping, and real-world case studies, bring geography to life. These hands-on opportunities allow pupils to make meaningful connections between their learning and the world around them, fostering a sense of responsibility towards the environment and society. We encourage pupils to be **bold** in their geographical thinking, asking challenging questions about sustainability, human impact, and global change. By developing their ability to question, analyse, and evaluate geographical issues, we nurture responsible global citizens who are equipped to make a positive impact on their local and global communities.

Geography in the Early Years

The seven areas of learning within the EYFS framework mean that it is structured differently from the National Curriculum. Broadly, geography is aligned to the Understanding the World – people, culture, and communities area, as well as the natural world. However, pupils can access geography learning through other areas such as literacy, communication, and language, where they can discuss places, describe environments, and share personal experiences. 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 increase their knowledge and sense of the world around them – from exploring different environments such as parks, rivers, and gardens to engaging with maps, stories, and discussions about places beyond their immediate surroundings. These experiences help children develop an awareness of diverse cultures, locations, and the relationships between people and their environments (Development Matters, 2023).

3 and 4-year-olds will be learning to:

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception to Key Stage 1

Development Matters	Early learning goal	Key Stage 1 Curriculum Links
<ul style="list-style-type: none"> ● Draw information from a simple map. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different from the one in which they live. ● Understand that some places are special to members of their community ● Recognise some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them. ● Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class ● Understand some important processes and changes in the natural world around them, including the seasons. ● Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<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 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 ● 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 ● 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

Long Term Plan 24-25

		<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
N		Immediate environment Natural world Seasons	Communities	Seasons Natural world Communities	Natural world	Natural world	Familiar people Communities
R	Communication & Language Personal, Social and Emotional Development Understanding the World	Enchanted Woodlands Physical features of the woodlands - Little Red Riding Hood	Tell Me a Story Bear hunt- physical features Rama and Sita – India Nativity Story – Bethlehem	To Infinity and Beyond Geographical location- America Comparison of different cultures in different countries.	A Long, Long Time Ago Discussions about the earth and how dinosaurs lived on the earth before us. Fossils in the ground.	In the garden Provision can include soil and rocks. Children watch a caterpillar over time they will look at the type of habitat they live in.	The Sea Comparing British seaside to an overseas seaside location. Different sand sculptures and castles, with damp sand in a huff spot tray encourage the children to make their own.
Y1	Locational Knowledge	What is it like here?		What is the weather like in the UK?		What is it like to live in Shanghai?	
Y2	Place Knowledge		Would you prefer to live in a hot or cold place?		Why is our world wonderful?		What is it like to live by the coast?
Y3	Human and Physical Geography	Why do people live near volcanoes?		Who lives in Antarctica?		Are all settlements the same?	
Y4	Geography		Where does our food come from?		Why are rainforests important to us?		What are rivers and how are they formed?
Y5	Geographical Skills and Fieldwork	What is life like in the Alps?		Why do oceans matter?		Would you like to live in the desert?	
Y6			Why does population change?		Where does our energy come from?		Can I carry out an independent fieldwork enquiry?

Knowledge in Geography

Substantive Knowledge: This is the content that pupils will learn through studying the Geography curriculum here at Corby Primary: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it. This content is separated into the following areas in the National Curriculum and within our scheme of work:

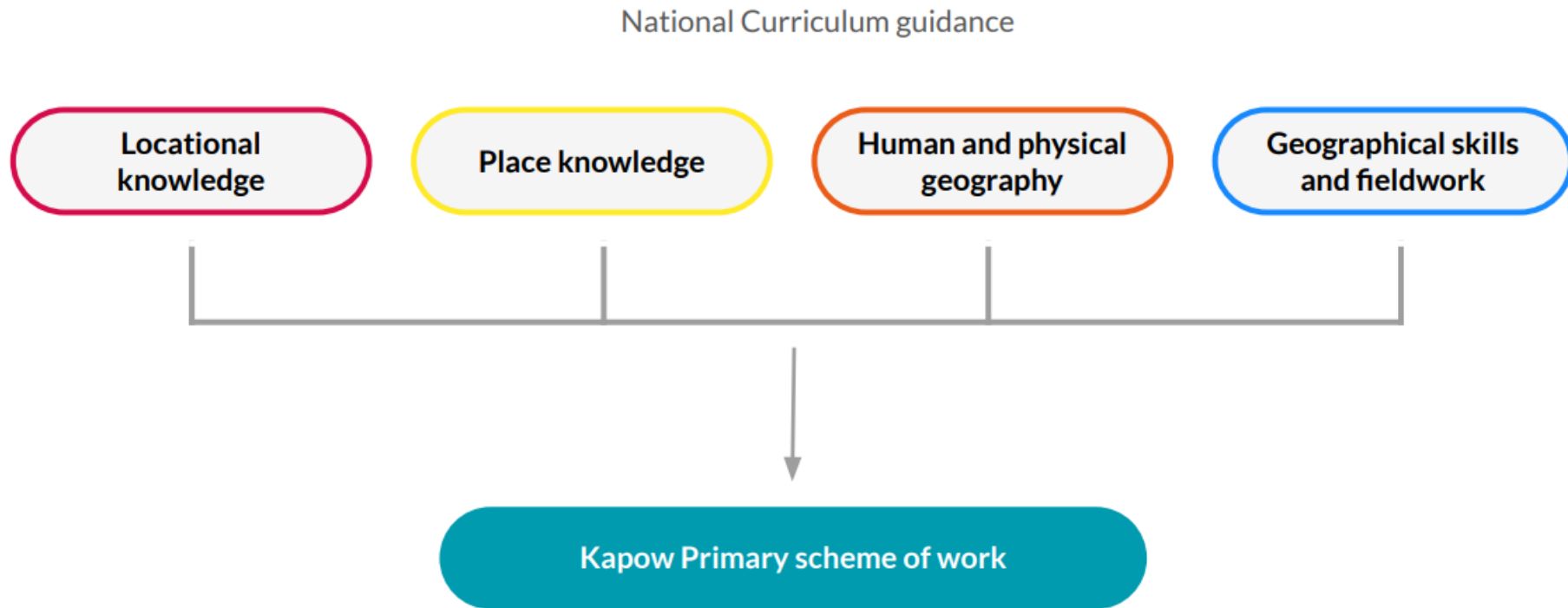
- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and fieldwork.**

Our long term plan is not colour-coded in any way for Geography because all of these four strands are woven into each unit that our children study. The progression of this knowledge and skills can be found in the coming pages.

Disciplinary Knowledge: This is the way in which children gain their knowledge. Fieldwork enquiries in each unit give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to questions and to consider the validity of their answers.

Procedural Knowledge: This is the knowing how to do something. This knowledge is predominantly gained through the skills and fieldwork strand. Children learn knowledge of how to collect, analyse and communicate data from fieldwork, maps and other sources, whilst also considering how to interpret this.

Substantive Knowledge Progression



Statements which appear with an asterisk* are those which appear under more than one strand.

Progression of knowledge and skills

Locational knowledge

EYFS: Reception

**Understanding the world;
Development matters and Early Learning Goals**

Identifying land and water on a map or globe

Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*

Development Matters

Draw information from a simple map.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different from the one in which they live.

Understand that some places are special to members of their community.

Early Learning Goals

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*

To know that usually water is represented in blue on a map or globe.

To know the name of their school and the place where they live.

To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*

Progression of knowledge and skills

Locational knowledge

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
<p>Locating two of the world's seven continents on a world map.</p> <p>Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.</p> <p>Showing on a map which continent they live in.</p>	<p>Locating all the world's seven continents on a world map.</p> <p>Locating the world's five oceans on a world map.</p> <p>Showing on a map the oceans nearest the continent they live in.</p>	<p>Name and locate the world's seven continents and five oceans</p>
<p>To know the name of two continents (Europe and Asia).</p> <p>To know that a continent is a group of countries.</p> <p>To know that they live in the continent of Europe.</p> <p>To know that an ocean is a large body of water.</p> <p>To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).</p>	<p>To be able to name the seven continents of the world.</p> <p>To be able to name the five oceans of the world.</p>	
<p>Locating the four countries of the United Kingdom (UK) on a map of this area.</p> <p>Showing on a map which country they live in and locating its capital city.</p>	<p>Locating the surrounding seas and oceans of the UK on a map of this area</p> <p>Locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Identifying characteristics (both human and physical) of the four capital cities of the UK.</p> <p>Showing on a map the city, town or village where they live in relation to their capital city.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
<p>To know that the UK is short for 'United Kingdom'.</p> <p>To know that a country is a land or nation with its own government.</p> <p>To know that the United Kingdom is made up of four countries and their names.</p> <p>To know the name of the country they live in.</p>	<p>To know that a sea is a body of water that is smaller than an ocean.*</p> <p>To know that there are four bodies of water surrounding the UK and to be able to name them.</p> <p>To name some characteristics of the four capital cities of the UK.</p> <p>To know the four capital cities of the UK.</p> <p>To know that a capital city is the city where a country's government is located.</p>	

Progression of knowledge and skills

Locational knowledge

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Locating some countries in Europe and North and South America using maps.</p> <p>Locating some major cities of the countries studied.</p> <p>Locating some key physical features in countries studied on a map including significant environmental regions.</p> <p>Locating some key human features in countries studied.</p> <p>Locating the world's most significant mountain ranges on a world map and identifying any patterns.</p> <p>Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.</p> <p>Locating some of the world's most significant rivers and identifying any patterns.</p>	<p>Locating more countries in Europe and North and South America using maps.</p> <p>Locating major cities of the countries studied.</p> <p>Locating key physical features in countries studied on a map .</p> <p>Locating key human features in countries studied.</p> <p>Identifying significant environmental regions on a map.</p> <p>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</p>	
<p>To know where North and South America are on a world map.</p> <p>To know the names of some countries and major cities in Europe and North and South America.</p> <p>To know the names of some of the world's most significant mountain ranges.</p> <p>To know the names of some of the world's most significant rivers.</p> <p>To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</p> <p>To know that climate zones are areas of the world with similar climates.*</p> <p>To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).*</p> <p>To know that biomes are areas of world with similar climates, vegetation and animals.*</p> <p>To know the world's biomes. *</p> <p>To know vegetation belts are areas of the world which are home to similar plant species.*</p>	<p>To know the name of many countries and major cities in Europe and North and South America.</p> <p>To know the location of key physical features in countries studied.</p> <p>To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).*</p>	<p>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</p>

Progression of knowledge and skills

Locational knowledge

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Locating some counties in the UK (local to your school).</p> <p>Locating some cities in the UK (local to your school).</p> <p>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</p> <p>Beginning to locate the twelve geographical regions of the UK.</p> <p>Identifying how topographical features studied have changed over time using examples.</p> <p>Describing how a locality has changed over time, giving examples of both physical and human features.</p>	<p>Locating many counties in the UK.</p> <p>Locating many cities in the UK.</p> <p>Confidently locating the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Understanding how land-use has changed over time using examples.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
<p>To know the name of some counties in the UK (local to your school).</p> <p>To know the name of some cities in the UK (local to your school).</p> <p>To know the name of the county that they live in and their closest city.</p> <p>To begin to name the twelve geographical regions of the UK.</p> <p>To know the main types of land use.*</p> <p>To know some types of settlement.*</p>	<p>To know the name of many counties in the UK.</p> <p>To know the name of many cities in the UK.</p> <p>To confidently name the twelve geographical regions of the UK.</p> <p>To know that London and the South East regions have the largest population in the UK.</p>	

Progression of knowledge and skills

Locational knowledge

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Finding lines of latitude and longitude on a globe and explaining why these are important.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</p> <p>Identifying the position and significance of both the Arctic and Antarctic Circle.</p>	<p>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p>	
<p>To know that countries near the Equator have less seasonal change than those near the poles.</p> <p>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</p> <p>To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</p> <p>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</p> <p>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p> <p>To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</p> <p>To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</p> <p>To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</p>	<p>To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>

Progression of knowledge and skills

Place knowledge

EYFS: Reception		Understanding the world; Development matters and Early Learning Goals
<p>Discussing how environments in stories and images are different to the environment they live in.</p>		<p>Development matters Recognise some environments that are different from the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Early Learning Goals Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>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;.</p>
<p>To know that places within this country can differ from each other. - <i>coming soon!</i></p> <p>To know that there are differences between places in this country and places in other countries. - <i>coming soon!</i></p>		
Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
<p>Naming some key similarities between their local area and a small area of a contrasting non-European country.</p> <p>Naming some key differences between their local area and a small area of a contrasting non-European country.</p>	<p>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</p> <p>Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</p> <p>Describing what physical features may occur in a hot place in comparison to a cold place.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>
<p>To know that life elsewhere in the world is often different to ours.</p> <p>To know that life elsewhere in the world often has similarities to ours.</p>	<p>To know some similarities and differences between their local area and a contrasting non European country.</p>	

Progression of knowledge and skills

Place knowledge

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Describing and beginning to explain similarities between two regions studied.</p> <p>Describing and beginning to explain differences between two regions studied.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Discussing how climates have an impact on trade, land use and settlement.</p> <p>Explaining what measures humans have taken in order to adapt to survive in cold places.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p>	<p>Describing and explaining similarities between two environmental regions studied.</p> <p>Describing and explaining differences between two environmental regions studied.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Explaining how humans have used desert environments.</p> <p>Using maps to explore wider global trading routes.</p>	<p>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</p>
<p>To know the negative effects of living near a volcano.</p> <p>To know the positive effects of living near a volcano.</p> <p>To know the negative effects an earthquake can have on a community.</p> <p>To know ways in which communities respond to earthquakes.</p>	<p>To know some similarities and differences between the UK and a European mountain region.</p> <p>To know why tourists visit mountain regions.</p>	

Progression of knowledge and skills

Human and physical geography

<p>EYFS: Reception</p>	<p>Understanding the world; Development matters and Early Learning Goals</p>
<p>Observing weather across the seasons.</p> <p>Observing and discussing the effect the changing seasons have on the world around them.</p> <p>Beginning to use the names of the seasons in the correct context.</p> <p>Making observations about the features of places (in stories, photographs or in the school grounds/local area).*</p> <p>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*</p>	<p>Development matters Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
<p>To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.</p> <p>To know some of the key characteristics of each season.</p> <p>To know that there are four seasons in a year marked by certain weather conditions.</p> <p>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).*</p> <p>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*</p>	<p>Early Learning Goals Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>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;</p>

Progression of knowledge and skills

Human and physical geography

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
<p>Describing how the weather changes with each season in the UK.</p> <p>Describing the daily weather patterns in their locality.</p> <p>Confidently using the vocabulary 'season' and 'weather'.</p>	<p>Locating some hot and cold areas of the world on a world map.</p> <p>Locating the Equator and North and South Poles on a world map.</p> <p>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
<p>To know the four seasons of the UK.</p> <p>To know that 'weather' refers to the conditions outside at a particular time.</p> <p>To know that different parts of the UK often experience different weather.</p> <p>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</p> <p>To know that weather conditions can be measured and recorded.</p>	<p>To know that the Equator is an imaginary line around the middle of the Earth.</p> <p>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p>	
<p>Recognising some physical features in their locality.</p>	<p>Describing the key physical features of a coast using subject specific vocabulary.</p>	<p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>
<p>To know that physical features means any feature of an area that is on the Earth naturally.</p>	<p>To know that coasts (and other physical features) change over time.</p> <p>To know some key physical features of the UK.</p>	
<p>Recognising some human features in their locality.</p>	<p>Describing and understanding the differences between a city, town and village.</p> <p>Describing the key human features of a coastal town using subject specific vocabulary.</p>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p>To know that human features means any feature of an area that was made or built by humans.</p>	<p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know that human features change over time.</p> <p>To know some key human features of the UK.</p>	

Progression of knowledge and skills

Human and physical geography

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Mapping and labeling the seven biomes on a world map.</p> <p>Understanding some of the causes of climate change.</p> <p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> <p>Describing how humans use water in a variety of ways.</p>	<p>Describing and understanding the key aspects of the six biomes.</p> <p>Describing and understanding the key aspects of the six climate zones.</p> <p>Understanding some of the impacts and causes of climate change.</p> <p>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</p> <p>Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.</p>	
<p>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</p> <p>To know the courses and key features of a river.</p> <p>To know the different types of mountains and volcanoes and how they are formed.</p> <p>To know that an earthquake is the intense shaking of the ground.</p> <p>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.*</p> <p>To know the world's biomes.*</p> <p>To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</p> <p>To know that climate zones are areas of the world with similar climates.*</p> <p>To know the world's different climate zones.*</p> <p>To know that climates can influence the foods able to grow.</p>	<p>To know vegetation belts are areas of the world that are home to similar plant species.*</p> <p>To name and describe some of the world's vegetation belts.</p> <p>To know why the ocean is important.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>

Progression of knowledge and skills

Human and physical geography

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Describing and understanding types of settlement and land use.</p> <p>Explaining why a settlement and community has grown in a particular location.</p> <p>Explaining why different locations have different human features.</p> <p>Explaining why people might prefer to live in an urban or rural place.</p> <p>Describing how humans can impact the environment both positively and negatively, using examples.</p>	<p>Describing and understanding economic activity including trade links.</p> <p>Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Understanding the distribution of natural resources both globally and within a specific region or country studied.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p>	<p>Describe and understand key aspects of:</p> <p>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</p>
<p>To know the main types of land use.*</p> <p>To know the different types of settlement.*</p> <p>To know water is used by humans in a variety of ways.</p> <p>To know an urban place is somewhere near a town or city.</p> <p>To know a rural place is somewhere near the countryside.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the threats to the rainforest both on a local and global scale.</p> <p>To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</p> <p>To know the UK grows food locally and imports food from other countries.</p>	<p>To know the global population has grown significantly since the 1950s.</p> <p>To know which factors are considered before people build settlements.</p> <p>To know migration is the movement of people from one country to another.</p> <p>To know that natural resources can be used to make energy.</p> <p>To know some positive impacts of humans on the environment.</p> <p>To know some negative impacts of humans on the environment.</p>	

Progression of skills

Geographical skills and fieldwork

Through fieldwork studies in each unit, pupils carry out geographical enquiries using our enquiry cycle. These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed.

	EYFS: Reception	Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Question	Ask questions about the world around them.		Recognising there are different ways to answer a question.	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.
Observe	Commenting on the features they see in their school and school grounds.		Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	
Measure	Answering simple questions, guided by the teacher.	Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	
Record	Creating some of the features they notice in their school and school grounds.	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.	
Present	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	

Progression of skills

Geographical skills and fieldwork

	Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
Question	Beginning to choose the best approach to answer an enquiry question.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.	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.
Observe	Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.	
Measure	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.	
Record	Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.	
Present	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	

Progression of knowledge and skills

Geographical skills and fieldwork

EYFS: Reception

**Understanding the world;
Development matters and Early Learning Goals**

- Ask questions about the world around them.
- Commenting on the features they see in their school and school grounds.
- Answering simple questions, guided by the teacher.
- Drawing some of the features they notice in their school and school grounds.
- Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.
- Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.
- Beginning to use modelled directional vocabulary when describing features in the surrounding environment.
- Recognising features on maps (real or imaginary).
- Draw real or imaginary maps even if features are indistinguishable.

Development matters
Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Understand that some places are special to members of their community

Draw information from a simple map.

Early Learning Goals
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

- To know that a map is a picture of a place.
- To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).

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.

Progression of skills

Geographical skills and fieldwork

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
<p>Using an atlas to locate the UK.</p> <p>Using a map of the UK to locate the four countries.</p> <p>Beginning to use an atlas to locate the four capital cities of the UK.</p> <p>Using a world map and globe to locate two of the world's seven continents (Europe and Asia).</p> <p>Using an atlas to locate the Atlantic Ocean and Pacific Ocean.</p>	<p>Recognising why maps need a title.</p> <p>Using an atlas to locate the four capital cities of the UK.</p> <p>Using a world map, globe and atlas to locate all the world's seven continents.</p> <p>Using a world map, globe and atlas to locate the world's five oceans.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>
<p>Using directional language to describe the location of objects in the classroom and playground.</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Responding to instructions using directional language to follow routes.</p> <p>Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</p>	<p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.</p> <p>Using a map to follow a prepared route.</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map</p>
<p>Recognising local landmarks on aerial photographs .</p> <p>Recognising basic human features on aerial photographs.</p> <p>Recognising basic physical features on aerial photographs.</p> <p>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</p> <p>Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.</p> <p>Adding labels to sketch maps.</p> <p>Using simple picture maps and plans to move around the school.</p>	<p>Recognising landmarks of a city studied on aerial photographs and plan perspectives.</p> <p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Recognising physical features on aerial photographs and plan perspectives.</p> <p>Drawing a map and using class agreed symbols to make a simple key.</p> <p>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</p> <p>Finding a given OS symbol on a map with support.</p> <p>Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</p> <p>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>

Progression of skills

Geographical skills and fieldwork

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Beginning to use maps at more than one scale.</p> <p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied .</p> <p>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied .</p> <p>Using the scale bar on a map to estimate distances.</p> <p>Finding countries and features of countries in an atlas using contents and index.</p> <p>Zooming in and out of a digital map.</p>	<p>Confidently using and understanding maps at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</p> <p>Using the scale bar on a map to calculate distances.</p> <p>Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</p> <p>Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>Beginning to use thematic maps to recognise and describe human and physical features studied.</p> <p>Using models and maps to talk about contours and slopes.</p> <p>Selecting a map for a specific purpose.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p>Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using 4-figure grid references to locate features on a map in regions studied.</p> <p>Beginning to locate features using the 8 points of a compass.</p> <p>Using a simple key on their own map to show an example of both physical and human features.</p> <p>Following a route on a map with some accuracy.</p> <p>Saying which directions are N, S, E, W on an OS map.</p> <p>Making and using a simple route on a map.</p> <p>Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</p>	<p>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.</p> <p>Confidently locating features using the 8 points of a compass.</p> <p>Following a short pre-prepared route on an OS map.</p> <p>Identifying the 8 compass points on an OS map.</p> <p>Planning a journey to another part of the world using six figure grid references and the eight points of a compass.</p>	<p>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</p>

Progression of knowledge

Geographical skills and fieldwork

Year 1	Year 2
<p>To know that an aerial photograph is a photograph taken from the air above.</p> <p>To know that atlases give information about the world and that a map tells us information about a place.</p> <p>To know that a map is a picture of a place, usually drawn from above.</p> <p>To know that symbols are often used on maps to represent features.</p> <p>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</p> <p>To know what a sketch map is.</p>	<p>To know that a globe is a spherical model of the Earth.</p> <p>To begin to recognise world maps as a flattened globe.</p> <p>To know that a compass is an instrument we can use to find which direction is north.</p> <p>To know which direction is N, S, E, W on a map.</p> <p>To know that maps need a title and purpose.</p> <p>To know that maps need a key to explain what the symbols and colours represent.</p> <p>To know that an interview can be a way to find out people's views about their area.</p> <p>To know that a tally chart is a way of collecting data quickly.</p> <p>To know that a pictogram is a chart that uses pictures to show data.</p>

Progression of knowledge

Geographical skills and fieldwork

Lower key stage 2

- To understand that a scale shows how much smaller a map is compared to real life.
- To recognise world maps as a flattened globe.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know that grid references help us locate a particular square on a map.
- To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.
- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)
- To know an enquiry-based question has an open-ended answer found by research.
- To know how to use various simple sampling techniques.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
- To know a Likert scale is used to record people's feelings and attitudes.
- To know that qualitative data involves opinions, thoughts and feelings and is often subjective.
- To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Upper key stage 2

- To know that contours on a map show height and slope.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.*
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To know that a pie chart can represent a fraction or percentage of a whole set of data.
- To know a line graph can represent variables over time.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Geographical Concepts Progression

Progression of understanding

Place

EYFS	Year 1	Year 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Places have names to help people describe where they are. • Places can be different sizes and types. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • A place is more than just a location, it is about how it looks, what is there and how it makes you feel. • A place has different features that make it unique. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Landscape and surrounding environment are important parts of a place. • No two places are exactly alike.
Lower key stage 2		Upper key stage 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • A 'place' encompasses distinctive features, landscape, community, and diversity. • A 'place' is shaped by various factors including culture and shared experiences. • As individuals, they are part of the process of shaping the place where they live. • People's shared experiences of a place can help people to connect as a community. • Places are interconnected, influencing and being influenced by other places. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment. • Factors such as socio-economic influences, historical context, and environmental impact can influence a place. • The significance of different places may vary from person to person.

Progression of understanding

Space

EYFS	Year 1	Year 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Things can be distributed or spread out across a space in different ways. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Patterns can be seen in the way features are distributed within a space. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • How far apart features are in a space can be compared and contrasted.
Lower key stage 2		Upper key stage 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • The concept of space can be observed in various physical and human geographical features like landforms and urban areas. • 'Space' is linked to ideas like location, distribution, pattern, interaction and distance. • Elements, such as information, goods and people, within a space relate to and influence each other. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • 'Space' involves examining features and the relationships between them. • Pattern, within the concept of 'space', refers to how distributions of things repeat or vary. • That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors.

Progression of understanding

Scale

EYFS		Year 1	Year 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> Some places are bigger than others. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> Some features of an environment are bigger or smaller than others. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> People can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent). Maps are small - scale representations of a place.
Lower key stage 2		Upper key stage 2	
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> Scale can refer to local, national, international and global. Local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution. Different geographical concepts and processes can be observed, interconnected and understood at these different scales. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> Links can be made between geographical processes at these different scales. For example, they might explore how a local weather event is part of larger global climate patterns. Geographers examine features and the relationships between them at different scales, depending on their intended outcome. The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues. When discussing and debating geographical issues the issue of scale is relevant to stakeholders. 	

Progression of understanding

Interdependence

EYFS	Year 1	Year 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> Aspects of our world are connected. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> Features and people are connected and rely on each other. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> People, places, environments and processes are connected and can affect each other.
Lower key stage 2		Upper key stage 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> Changes or events in one location can affect another, regardless of distance. Simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place. Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> More complex interdependencies exist, such as how the economy of one place can affect another. Interdependence shapes our world, such as how trade connects different countries.

Progression of understanding

Physical and human processes

EYFS	Year 1	Year 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • The physical environment changes over time. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Humans can have an impact on our surroundings. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community.
Lower key stage 2		Upper key stage 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Physical changes and human influences like urban growth can change the landscape of an area. • Physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. • There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.

Progression of understanding

Environmental impact and sustainable development

EYFS	Year 1	Year 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Taking care of our environment is important and there are ways we can help do this. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Human activities can impact the environment in many ways and there are things we can do to care for the world around us. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Human activities can have a positive or negative impact on the environment.
Lower key stage 2		Upper key stage 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally. • It is important to use resources sustainably. This might involve learning about simple examples of sustainable practices, such as recycling. • The impact of human activities on ecosystems and the environment may have long-term effects. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • There are more complex concepts related to sustainability, such as the impact of overconsumption on the environment and the concept of renewable resources. • There are different strategies for sustainable resource use and the role of different stakeholders (individuals, communities, governments, etc.) in promoting sustainability.

Progression of understanding

Cultural awareness and diversity

EYFS	Year 1	Year 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • People have different daily practices and ways of life. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • There are many similarities and differences between the ways of life of people in different places. 	<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • That similarities and differences between environments can contribute to cultural diversity.
Lower key stage 2		Upper key stage 2
<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • They are part of a local, national and global community. • There are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we interact with our environment. 		<p>Pupils build understanding that:</p> <ul style="list-style-type: none"> • That the world is made up of diverse cultures and identities, each with its own unique physical and human characteristics. • Different perspectives can provide different ways of understanding and interpreting the world.