GEOGRAPHY KNOWLEDGE Progression

2024 - 2025

This is how our children's Geography knowledge builds from Year 3 to Year 6, taking into account, prior learning (Year 2) and next stage (Year 7).

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

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.

Pillars of our Geography Curriculum:

Curiosity and fascination - of the world and its people

Where's where – a sense of place in terms of local, national and global

Change – a deep understanding of the impact human and physical processes have on each other

Units of work	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Autumn		**Food Journeys**				
Spring		**Natural Disasters**	**India** *Enrichment residential visit to Castleton*	**Rivers - North America**	**Trade**	
Summer			**The Antarctic**	**The Amazon rainforest**	**Population**	

Area of Study	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Geographical Enquiry	• Know how to ask graphical **questions**, e.g., Where is it? • Know how to use stories, maps, picture books as **sources** of information. • Know how to **investigate** their own surroundings**.** • Know how to make appropriate observations about why things happen**.** • Know how to make simple comparisons between features of different places.	• Know how to ask / initiate **questions**. • Know how to use books, stories, atlases, pictures, photos, and internet as **sources** of information. • Know how to **investigate** places at more than one scale. • Know how to collect and record **evidence** (to begin). • Know how to analyse evidence and begin to draw **conclusions**.	• Know how to ask and respond to **questions** and offer their own ideas. • Know how to use satellite images and aerial photographs as **sources** of information. Know how to **investigate** places and themes at more than one scale. • Know how to collect and record **evidence/findings** with some aid. • Know how to analyse evidence and draw **conclusions,** e.g., making comparisons.	• Know how to ask **questions** for their own investigations. • Know how to use **primary and secondary sources** of evidence in investigations Know how to **investigate** places with more emphasis on the larger scale. • Know how to collect and record **evidence** unaided. • Know how to analyse evidence and draw more precise **conclusions,** e.g., compare historical maps of varying scales.	• Know how to suggest their own **questions** for investigating. • Know how to independently use **primary and secondary sources** in their own investigations. Know how to **investigate** places with more emphasis on the larger scale; contrasting and distant places. • Know how to independently collect and record **evidence**. • Know how to analyse evidence and draw precise **conclusions** explaining reasons behind it.	Know how to formulate the **questions** they want to ask. Know that data, **sourced** via the world-wide web or collected 'in the field', can be challenged and questioned. Also, Know how to collect and handle different types of data. Know how to make 'personal' sense of information; creating presentations, reports etc. for their fellow students or a wider audience. Know how to ask critical **questions** about what they have learnt and how they have learnt it. **Evaluate** the questions they asked at the start of the enquiry, and whether the data they collected were valid. They should also **reflect** on the outcomes and how the data have been analysed and presented etc.
KS2 National Curriculum ▪ 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						
Locational Knowledge	• Know the name and location of the world's seven continents and five oceans. • Know the name, location and main characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	**Food Journeys** Know the location of urban and rural land use in the UK Know the location of countries where food is grown which is imported to the UK. **Natural Disasters**	**India** Know the location of India on a world map. Know the location of India in relation to the Equator. Know that India is within the continent of Asia. Know the location of New Delhi as the capital city.	**Rivers (North America focus)** Know and understand the Prime/Greenwich Meridian and time zones (including day and night). Know the position and understand the significance of longitude and latitude, Equator, northern and southern	**Trade** Know the names and location of relevant countries surrounding the Suez Canal Revisit and consolidate their knowledge of the position and understanding of the significance of longitude and latitude, Equator, northern and southern	Know and find the world's countries using maps of the world - focus on Africa, Russia, Asia (including China and India), and the Middle East. Know their environmental regions, including polar and hot deserts, key physical and human

	• To know 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.	Know the position and significance of latitude, longitude, equator, northern hemisphere & southern hemisphere Know where the most active earthquake and volcanic areas are in the world Know the significance of the location between Earthquakes and Volcanos in relation to the world's tectonic plates. Know that the Ring of Fire is a string of volcanoes and sites of seismic activity around the edges of the Pacific Ocean	Locate the Himalayan mountains on a map. Locate the Ganges on a map. Revisit and consolidate their knowledge of the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. **The Antarctic** Revise and consolidate their knowledge of the position and significance of latitude, longitude, equator, northern hemisphere & southern hemisphere Know the location of the Antarctic on a map	hemisphere, Tropics of Cancer and Capricorn. **The Amazon Rainforest** Know and locate the 9 countries that the Amazon region spans. Know the Amazon Rainforest is within the continent of South America. Know how to locate the Amazon Rainforest on a map and know how this has changed over time.	hemisphere, Tropics of Cancer and Capricorn. Revisit and consolidate Prime/Greenwich Meridian and time zones and the consideration needed for trade **Population** Know where the most densely and sparsely populated areas are in the world Revisit and consolidate their knowledge of the position and understanding of the significance of longitude and latitude, Equator, northern and southern hemisphere, Tropics of Cancer and Capricorn.	characteristics, countries and major cities.

KS2 National Curriculum

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
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Human and physical Geography	• Know 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. • Know and use basic geographical vocabulary of **key human features**, e.g., city, town, village, factory, farm, house, office, port, harbour and shop. • Know and use basic geographical vocabulary relating to **key physical features**, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	**Food Journeys** Know how land in the UK can be used for different types of farming. Know why seasonal variations are part of the reason for food importation. Know that food which is imported to the UK is transported in ways which can have an ecological and environmental impact. Know that food exports have a positive and negative impact on the human and physical geography of the country where it is grown. Know potential ways in which to improve sustainability linked to food miles. **Natural Disasters** Know what the key natural features of volcanoes and earthquakes are Know and understand that the distribution of earthquakes and volcanoes follows a pattern (pacific ring of fire) Understand the effect of volcanic eruptions and earthquakes on humans know why some people choose to live in areas affected by earthquakes and volcanoes Know how the movement of tectonic plates impacts physical features	**India** Know why the Ganges river is so popular, for example settlements and religious importance Know about the threats posed to the Ganges and the impact this will have on the people who rely on it – for example climate change and pollution **The Antarctic** Know why tourists and researchers visit the Antarctic Know what climate change is and how this is affecting the Antarctic Know how climate change is impacting on our lives and how we can take action against it Know how life on the Antarctic may change in the future and identify ways to improve this	**Rivers (North America focus)** Know a range of advantages and disadvantages of how rivers are used. Know what a dam is and why they are built Know why major settlements / most cities are located by a river. Know the key aspects / features of rivers, e.g., know the features of a river's upper, middle and lower courses; know how erosion and deposition affect the course of a river etc. Know the main features of the water cycle. Know about the impact that both the human and physical features have had on each other **The Amazon Rainforest** Know the importance of the Amazon on the ecosystem Know how plants and animals have adapted to the climate Know why people are choosing to live in the Amazon and the challenges they face Know what deforestation is and its impact. Know what climate zones, biomes and vegetation belts are.	**Trade** Know why trade is so important, the importance of trade links and distribution Know where the products we buy come from, e.g., bananas, chocolate etc. Know that a supply chain is the sequence of processes involved in the production and distribution of a product Know about the importance of the Suez Canal on trade Know the impact that the blockage of the Suez Canal had on trade and suggest ways to overcome this in the future **Population** Know how the global population is changing and what might influence the environments people live in Know what might impact birth and death rates Know factors that influence migration Know the impact climate change can have on the global population Know how the population may change in the future and identify ways to improve this	Know and understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: □ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils etc. human geography relating to: population and urbanisation; international Development etc. understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

KS2 National Curriculum

- 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

Geographical Skills and Fieldwork	• Know how to 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. • Know 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. • Know how to use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • 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 its surrounding environment.	**Gather information** Know how to use a simple data base to present findings from fieldwork. **Sketching** Know how to record human and physical features through sketch maps. **Mapping experiences** Know how to use a range of maps with varying scales, to locate human/ physical features. Know that maps, pictures and other sources can be used to identify similarities and differences between two local areas. Know how to compare different features of places / environments they have visited or know using appropriate vocabulary. Know how to describe journeys that they have been on using appropriate directional vocabulary. Know what a key is for.	**Sketching** Know how to draw an annotated sketch, including descriptive/explanatory labels and indicating direction. **Mapping experiences** Know how to draw own maps to scale using a more complex key Know how to use a range of maps with varying scales and explain how each is helpful Know how to use conventional symbols and a key when making their own maps. Know how to use four figure grid references to identify and describe locations.	**Gather Information** Know that methods, such as interviews, can be used to collect data. •Know how to use a data base to amend information collected. • Know that graphs can be used to display data collected. • To know how to evaluate the quality of evidence collected **Sketching** Know that sketches can be used as evidence in an investigation. **Mapping experiences** Know how to draw accurate maps of familiar places and routes while on fieldwork and from memory. Know how to observe, measure and record the human and physical features in the local area. Know how to use 8 points of a compass, four figure grid references, symbols and key. Know that symbols on small scale maps are disproportionate in size to the real features they represent	**Gather Information** Know how to select appropriate methods for data collection. improvements. • Know how to draw graphs to display data collected. • Know how to evaluate the quality of evidence collected and suggest improvements. **Sketching** Know how to independently use sketches as evidence in an investigation. • Know how to evaluate sketches against set criteria and improve them. **Mapping experiences** Know how to use 6 figure grid references, symbols and key, including use of OS maps. Know how to use a map index with its map to identify locations. Know how to discuss the purpose of the information provided - including title, key, grid coordinates, scale bar. Know how to orientate a large-scale map.	Know how to: □ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS) to view, analyse and interpret places and Data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information