

# Lea Community Primary School



## Progression of Knowledge- Geography



Academic year 2023-2024

## Progression of Knowledge at Lea Community Primary School - Geography



### Substantive Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Environment Map Building Town Farm Road Park Path People Beach Sea Lake River Desert Mountain / hill Countryside Forest / wood Weather Local	<b>As EYFS and:</b> <u>Geographical skills and fieldwork</u> <u>Geographical</u> Aerial view Physical feature Human feature  <u>Mapping</u> Globe Atlas Symbol Key <u>Fieldwork</u> Compass Rain gauge Thermometer Weather vane <u>Human and Physical</u> Season Climate Port Harbour Metro Skyscraper <u>Locational knowledge</u> Continent Country Europe	<b>As Year 1 and:</b> <u>Geographical skills and fieldwork</u> <u>Geographical</u> Landmark <u>Mapping</u> OS map <u>Fieldwork</u> Tally chart Pictogram <u>Human and Physical</u> Urban Rural Arid Savannah Vegetation Grasslands Rainforest Polar Mild Temperate Arch Mudflat Pier Cliff Sand dunes Stack <u>Locational knowledge</u> Africa North America South America Antarctica Oceania Equator	<b>As Year 2 and:</b> <u>Geographical skills and fieldwork</u> <u>Geographical</u> Climate change Tourism Adaptation <u>Mapping</u> Hemisphere Scale bar <u>Fieldwork</u> Expedition <u>Human and Physical</u> geothermal energy inner core outer core mantle crust tectonic plate plate boundary volcano composite active dormant extinct volcanic magma magma chamber pyroclastic flow fertile soil volcanic springs earthquake tsunami fault line	<b>As Year 3 and:</b> <u>Geographical skills and fieldwork</u> <u>Geographical</u> sustainability carbon footprint renewable energy <u>Mapping</u> Grid square <u>Fieldwork</u> Quantitative and qualitative data Likert scale <u>Human and Physical</u> indigenous peoples deforestation vegetation belts forest floor understory layer canopy layer emergent layer drought buttress roots lianas Import Export Condensation Evaporation Groundwater Percolation Precipitation Transpiration water cycle delta	<b>As Year 4 and:</b> <u>Geographical skills and fieldwork</u> <u>Geographical</u> Geology Ecology Ecosystem Human footprint <u>Mapping</u> Thematic map Time zones <u>Fieldwork</u> Fieldwork <u>Human and Physical</u> temperate deciduous forest coniferous trees deciduous trees coral bleaching microplastics acidification ocean current buffer coral reef desertification sparse mesa salt arch <u>Locational knowledge</u> The Alps Great Barrier Reef Prime/ Greenwich Meridian	<b>As Year 5 and:</b> <u>Geographical skills and fieldwork</u> <u>Geographical</u> Urban planner <u>Mapping</u> Contour lines <u>Fieldwork</u> Cartogram subjective <u>Human and Physical</u> densely populated sparsely populated population density population distribution natural increase migration refugee hydropower biofuel crude oil emissions <u>Locational knowledge</u> Singapore Hong Kong Bangladesh Oman Bulgaria

			North Pole South Pole	epicentre seismic wave natural igneous sedimentary metamorphic linear nucleated dispersed <u>Locational knowledge</u> Lines of latitude/longitude Tropic of Capricorn Tropic of Cancer Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic Circle	estuary floodplain meander oxbow lake river mouth source tributary valley <u>Locational knowledge</u> biomes Savannah Tropical rainforest Temperate deciduous forest Boreal forest Desert Tundra		
<b>Locational knowledge</b>	To describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	To know the name of the two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean) To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in.	To be able to name the seven continents of the world. To be able to name the five oceans of the world. To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates. To know that biomes are areas of world with similar climates, vegetation and animals. To know the world's biomes. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use.	To know the names of some of the world's most significant rivers. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know vegetation belts are areas of the world which are home to similar plant species. 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. 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. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	To know the name of some countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. 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.	To know the name of many countries and major cities in Europe and North and South America. To confidently know the location of key physical features in countries studied. To name and describe many of the world's vegetation belts. To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK.

				<p>To know some types of settlement.</p> <p>To know that countries near the Equator have less seasonal change than those near the poles.</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 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>			
<b>Place knowledge</b>	<p>To recognise some similarities and differences between different places and communities in this country, drawing on my experiences and what has been read in class.</p> <p>To 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>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>	<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>	
<b>Human and physical geography</b>	<p>To know simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</p> <p>To know simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>To know the things I like and don't like about the local environment.</p> <p>To know what people do in the local environment.</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 physical features means any feature of an area that is on the Earth naturally.</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 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>To know that coasts (and other physical features) change over time.</p> <p>To know some key physical features of the UK.</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 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 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 that the hottest biomes are found between the Tropics of Cancer and Capricorn.</p> <p>To know that climates can influence the foods able to grow.</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 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>To know some positive impacts of humans on the environment.</p> <p>To know some negative impacts of humans on the environment.</p>	<p>To know the global population has grown significantly since the 1950s. 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 many of the positive impacts of humans on the environment.</p> <p>To know many of the negative impacts of humans on the environment.</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>	<p>To know that a natural resource is something that people can use which comes from the natural environment.</p>			
<b>Geographical skills and fieldwork</b>	<p>To know features in the local environment, e.g. house, farm, church.</p>	<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. 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. 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. 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>	<p>To understand that a scale shows how much smaller a map is compared to real life.</p> <p>To recognise world maps as a flattened globe.</p> <p>To know that an OS map shows human and physical features as symbols.</p> <p>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</p> <p>To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)</p> <p>To know an enquiry-based question has an open-ended answer found by research. To know how to use various simple sampling techniques.</p> <p>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.</p>	<p>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.</p> <p>To know that grid-references help us locate a particular square on a map.</p> <p>To know what a questionnaire and an interview are.</p> <p>To know that quantitative data involves numerical facts and figures and is often objective.</p> <p>To know a Likert scale is used to record people's feelings and attitudes.</p> <p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p>	<p>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.</p> <p>To know a line graph can represent variables over time.</p> <p>To know what a range of data collection methods look like.</p>	<p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p> <p>To be aware of some issues in the local area.</p> <p>To know how to use a range of data collection methods.</p>

### Procedural Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational knowledge</b>	<p>Talk about and describe people and places in the local area.</p>	<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 the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city.</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. Showing on a map the oceans nearest the continent they live in.</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. Identifying characteristics (both human</p>	<p>Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.</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 some of the world's most significant rivers and identifying any patterns.</p> <p>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</p>	<p>Locating more countries in Europe and North and South America using maps. 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>Locating many counties in the UK.</p> <p>Locating many cities in the UK.</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>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Explaining why a locality has changed over time, giving</p>

			and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.	Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Describing how a locality has changed over time, giving examples of both physical and human features. Finding the position of the Equator. Finding lines of latitude and longitude on a globe. Identifying the position of the Tropics of Cancer and Capricorn. Identifying the position of the Northern and Southern hemispheres. Identifying the position of both the Arctic and Antarctic Circle.	Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.	Confidently locating the twelve geographical regions of the UK. Understanding how land-use has changed over time using examples. Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.	examples of both physical and human features. Using longitude and latitude when referencing location in an atlas or on a globe.
<b>Place knowledge</b>	Talk about similarities and differences between places, e.g. the school playground and the park. Talk about different ways to travel, e.g. on foot, by car, train, bus etc. Make a display with the children, showing all the people who make up the community of the setting. Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.	Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Explaining what measures humans have taken in order to adapt to survive in cold places.	Discussing how climates have an impact on trade, land use and settlement. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how humans have used desert environments.	Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes.
<b>Human and physical geography</b>	Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather. Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop. Talk about the things I like and don't like about the local environment. Talk about what people do in the local environment. Use narratives to support this.	Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. Recognising some physical features in their locality. Recognising some human features in their locality.	Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Describing the key physical features of a coast using subject specific vocabulary. Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary	Understanding some of the causes of climate change. Mapping and labeling the seven biomes on a world map. Describing how physical features, such as mountains are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	Understanding many of the causes of climate change Describing how physical features such as rivers are formed. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing how humans can impact the environment both	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding economic activity including trade links. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively.	Understanding many of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may

				Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place	positively and negatively, using examples.		consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Describing and explaining how humans can impact the environment both positively and negatively, using examples
<b>Geographical skills and fieldwork</b>	Identify and describe features in the local environment, e.g. house, farm, church. Use photos and pictures to locate places in the local environment. Talk about the local environment. Visit different parts of the local community, including areas where some children may be very knowledgeable.	Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's seven continents (Europe and Asia) Using an atlas to locate the Atlantic Ocean and Pacific Ocean. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs . Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school.	Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features.	Using the scale bar on a map to estimate distances. Use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Locate features using the 8 points of a compass. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Using the key on an OS map to name and recognise key physical and human features in regions studied. Using 4 and 6-figure Grid References to locate features on a map in regions studied. Locate features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map.	Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Use thematic maps to recognise and describe human and physical features studied. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a pre-prepared route on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.

			Using an aerial photograph to draw a simple sketch map using basic symbols for a key.				
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