

Geography Progression of Knowledge and Skills

Year 1

Conceptual understanding is addressed throughout the teaching and learning of substantive knowledge and is visited in a range of contexts			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> name and locate the world's five oceans; use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, and mountain. 	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> compare the UK with a contrasting country in the world; use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, weather, similarities, and differences. 	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom; 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; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>KS1 Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the oceans and countries; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;

			<ul style="list-style-type: none">begin to use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.
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Substantive Knowledge

	Local – Summer	World - Autumn	Similarities and Differences – Spring
Location and Place	<p>Local - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> • Locate Ilfracombe and Goodleigh. • Take/use photos of key places in Ilfracombe and Goodleigh, and plot on a simple map. <p>UK - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> • Name and locate the 4 countries and capital cities of the UK, and its surrounding seas. 	<p>World - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> • Name and locate some of the world’s seven continents • Understand that both a world map and a globe show the same things. 	<p>Similarities and differences between the coastline of North Devon and Iqaluit in North America - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> • Locate both areas. • Use sources to ask and answer geographical questions about both places. • Study pictures of the localities in the past and present and ask, ‘How has it changed?’
Physical and Human Features and Processes	<p>Understand the difference between different sorts of places e.g. village, town and city.</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. • Identify different types of natural phenomena that occur on land and sea. 	<ul style="list-style-type: none"> • Know that migration means movement from one region to another. • Understand that people may move due to choice or force, and explain some of the reasons why. 	<p>In relation to the similarities and differences between small areas of both North Devon and Iqaluit in North America:</p> <ul style="list-style-type: none"> • Understand similarities and differences of people in relation to different places. • Know that different cultures in different localities have different housing and social rules. • Know about how land and buildings are used in particular localities e.g. different cultures in different localities have different housing and social rules. • Compare land use in both areas. • Describe simple human and physical features of the UK coastline, and how

			they have changed over time.
Key Vocabulary	Temperature, soil, ocean, desert, coast, cliff, city, town, village, capital city, UK, England, Wales, Scotland, Northern Ireland, continents, Africa, Antarctica, Asia, Europe, North America, Oceania, South America, oceans, Arctic, Atlantic, Indian, Pacific, Southern, globe, map, Iqaluit		

Year 2

Conceptual understanding is addressed throughout the teaching and learning of substantive knowledge and is visited in a range of contexts			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Building on Year One knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, 	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on Year One knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country; use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, 	<p>Building on Year One knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Building on Year One knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>KS1 Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; use key vocabulary to

<p>continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>		<p>demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>
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Substantive Knowledge

	Local - Autumn	World - Spring	Similarities and Differences – Summer
Location and Place	<p>Local - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> • Use a localised map to locate Devon. • Take/use photos of key places in Devon and plot on a simple map 	<p>World - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents (Africa, Antarctica, Asia, Europe, North America, Oceania, South America). Name and locate the world’s five oceans (Arctic, Atlantic, Indian, Pacific, Southern). 	<p>Similarities and differences between a small area of Devon (e.g. a city or a National Park) and a small area of Australia (e.g. a city or a natural landmark)</p> <p>- use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> • Locate both areas. • Use sources to ask and answer geographical questions about both places. • Study pictures of the localities in the past and present and ask, ‘How has it changed?’ <p>UK - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> • Explain the role of London as a capital city and form opinions on how this affects population size.
Physical and Human Features and Processes	<p>Begin to make simple geographic connections that link to humans and their impact e.g. recycling and impact of waste on humans/settlements.</p> <ul style="list-style-type: none"> • Understand that people’s choices have different impacts on their locality. 	<p>Describe key physical features of the continents of the world.</p> <ul style="list-style-type: none"> • Identify the position and significance of the Equator and the North and South Poles in relation to the location of hot and cold areas of the world. 	<ul style="list-style-type: none"> • Understand that rivers start on high ground and move in one direction, using basic vocabulary to refer to the features of a river. • Understand that trade happens globally as well as locally and give suggestions of what might be traded.
Key Vocabulary	Compass, compass points, environment, recycle, vegetation, source, banks, channel, harbour, route, natural, capital city, population		