



# Knowledge Progression in Geography

## Key Knowledge Area: Locational and place Knowledge

Throughout their school career, a North Downs pupil will...

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use the school grounds and local area for exploring our environment. How does our school compare to the nurseries we have come from, or our homes?</p>	<p>Develop further knowledge about the local area, including the surrounding streets and buildings. Locate their home city.</p> <p>Express own views. What is it like to live near or in Brockham / Betchworth and Leigh villages?</p> <p>Link their home with other places in the community. (Name, describe and compare familiar places – e.g. Brockham Green, Meadowbank, Box Hill ....)</p> <p>Name, locate and identify the four</p>	<p>Name, locate and identify the characteristics of the four countries and capital cities of the UK .</p> <p>Name and locate the surrounding seas of the UK.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Recognise and describe what an island is.</p> <p>Identify and locate hot and cold regions of the world. Antarctica, Sahara, etc.</p> <p>Understand, observe and describe the</p>	<p>Recall locational knowledge from previous learning.</p> <p>Name and locate COUNTIES and different cities of the UK and the human and physical characteristics.</p> <p>Locate Egypt and describe key topographical features.</p> <p>Compare and contrast ancient and modern Egypt.</p> <p>Locate human and geographical features in South East England</p> <p>Recognise there are similarities and differences</p>	<p>Recall locational knowledge from previous learning and recognise the different shapes of continents.</p> <p>Name and locate COUNTIES and different cities (including capital cities) of the UK and the human and physical characteristics.</p> <p>Name and locate European countries including Italy (and countries you would travel through to get there from the UK) and some world countries.</p> <p>Identify tourist areas in the Alps and how they affect local populations.</p>	<p>Recall locational knowledge from previous learning and recognise different shapes of continents and countries.</p> <p>Know location of UK counties and capital cities and seas.</p> <p>Locate North and South America - (rainforests).</p> <p>Identify the position and significance of the Arctic and Antarctic Circle.</p> <p>Identify the position and significance of the Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Recall locational knowledge from previous learning and recognise different shapes of continents and countries.</p> <p>Know location of UK counties and capital cities and seas</p> <p>Locate volcanoes in Europe and the rest of the World.</p> <p>Name and locate the different countries in Europe and their capital cities.</p> <p>Locate continents and non-European countries and where North America is located</p>

	<p>countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Begin to name the world's seven continents and five oceans.</p> <p>Describe the difference between land and water.</p>	<p>differences between human and physical geography within a study of a UK and contrasting location. (e.g. Surrey and Kenya).</p> <p>Express own views about a place, people and environment.</p>	<p>between places in South East England</p> <p>Identify capital cities of Europe and discuss the purposes of a capital city and form opinions of how this affects population size.</p>	<p>Reason about the physical features of an area - and why settlers arrived there (link to Romans). Compare this with modern day migration.</p> <p>Recognise that people have differing quality of living in differing locations.</p> <p>Identify and locate the world's longest rivers. Identify significant rivers in the UK (and locally – e.g. River Mole as a tributary of the Thames).</p> <p>Question the advantages/possible disadvantages of living near a river and the uses of rivers.</p> <p>Compare and contrast 2 different regions within UK/Europe. What is life like there?</p>	<p>Locate the equator and draw conclusions about why countries have different climates including the tropics.</p> <p>Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas.</p> <p>What is it like to live near or in Brockham / Betchworth and Leigh villages now, compared to the past?</p> <p>Compare and map how land use has changed in local area over time.</p> <p>Use 4 and 6 figure grid references to locate places in the UK.</p> <p>Ask questions e.g. What is this landscape like?</p>	<p>and in relation to the UK.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries in North America and describe features</p> <p>Describe the climate of mountains and describe mountain life</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). 4 and 6 grid references of the UK .</p>
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					Identify the position and significance of latitude/longitude and the Greenwich Meridian, linking with time zones, night and day	Locate key cities within North America and mountain ranges (contours to identify flattest and hilliest areas), rivers and seas.  Identify how location affects trade and settlements.
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## Key Knowledge Area: Human & Physical Geography

Throughout their school career, a North Downs pupil will...

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to recognise our immediate locality and the difference between the natural and manmade environment.</p> <p>Make simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>Use garden area to offer opportunities to take care of</p>	<p>Use geographical vocab to refer to: key physical features including: beach, coast, season: weather. - key human features, including: city, town, village, farm, house and shop.</p> <p>Categorise human and physical features.</p> <p>Understand and compare the difference between the natural and</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 -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Age and reason why people might have wanted to settle in certain areas in the Stone Age</p> <p>Questioning - why do humans settle in certain locations?</p> <p>Use geographical vocabulary to refer to: key physical and human features.</p> <p>Describe key features of coastal environments and</p>	<p>Describe, understand, explain, demonstrate understanding of key aspects of physical geography including rivers and the water cycle including transpiration.</p> <p>Understand, explain how these features have changed over time erosion of rivers and coasts. Identify and locate the longest rivers in the world.</p>	<p>Describe and understand key aspects of: physical geography - climate zones, biomes and vegetarian belts Human geography – settlement and land use.</p> <p>Discuss and reason about changes in landscape, including deforestation and global warming.</p> <p>Compare the rainforests of the</p>	<p>Understand, explain, demonstrate understanding make reasoned judgements about – Human geography, including: types of settlement and land use, economic activity including child labour, and the distribution of natural resources including energy, food, minerals and water. Physical geog - including mountains.</p>

<p>plants and plant beds.</p> <p>Shows care and concern for the environment and though use of own garden area.</p>	<p>manmade environment.</p> <p>Verbalise and write about similarities and differences between their own locality and a rural locality. (Homes around the World).</p> <p>Ask questions and discuss the weather and seasons.</p> <p>Observe and record – seasonal and daily weather in the UK.</p> <p>Express opinions about the seasons and relate to changes.</p> <p>Discuss global warming and how this can lead to extreme weather.</p> <p>Show care and concern for the environment.</p>	<p>Categorise human and physical features.</p> <p>Discuss, locations and the physical features which make it a desirable destination.</p> <p>Reason and explain Identify seasonal and daily weather in the UK and hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Begin to understand and discuss global warming and its impact.</p> <p>Show care and concern for the environment.</p>	<p>the towns that are near them.</p> <p>Express opinions about why people will choose to live in certain hazardous areas (cliffs prone to erosion etc.)</p>	<p>Human geog – including environmental change, flood, economic activity, trade links, distribution of natural resources including energy, food, minerals and water.</p> <p>Describe and understand key aspects of: physical geography, Volcanoes and earthquakes looking at plate tectonics and the ring of fire.</p> <p>Human geography – settlements, land use, economic activity.</p> <p>Discuss how volcanoes affect human life e.g. settlements.</p> <p>Question, explain why do people choose to continue to live in a volcanic area?</p>	<p>Amazon, Borneo and the Congo.</p> <p>Discuss and understand why people choose to live in extreme climates.</p> <p>Discuss how the rainforests and trade are linked, and analyse the environmental impact of trade.</p> <p>Reach reasoned and informed conclusions and discuss consequences (deforestation)</p> <p>Show empathy for those effected by deforestation, animals and humans.</p> <p>Fairtrade - Review/Understand the principles of trade and Fairtrade.</p>	<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>Understand in basic terms some of the causes of global warming.</p> <p>Sustainable energy – wind, water, ... recognise, describe and explain ways in which it is possible to live more sustainably both at home and at school.</p> <p>Consider the locations and climates of where food is grown as well as food miles and the environmental impact. (Economic activity)</p> <p>Recycling and Sustainability – recognise, describe ways in which it is</p>
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				Draw conclusions about the impact of natural disasters and why they occur at the same locations around the world.		possible to live more sustainably both at home and at school.
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## Key Knowledge Area: Geography Skills & Fieldwork

Throughout their school career, a North Downs pupil will...

Foundation	Year 1	Year 2	Year 3	Year 4	Year5	Year 6
Develop awareness of features of the environment in the setting and immediate local area.	Use world maps, atlases and globes and Digimaps to identify the United Kingdom and its countries.	Use world maps, atlases and globes to identify the UK and its countries, continents, and oceans Use aerial photos and plan perspectives to recognise landmarks and human and physical features. Devise a simple map and use and construct symbols in a key.	Use maps, atlases, globes and digital/computer mapping (Google Earth, Digimaps) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth, Digimaps) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth, Digimaps) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth), Digimaps to locate countries and describe features studied.
Provide opportunities to record findings by, e.g. drawing, writing, making a model or photographing.	Study and recognise features in aerial photos	Use simple fieldwork to observe and record information and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Learn the eight points of a compass, 2 figure grid reference, some basic symbols and key (including the use of a simplified	Learn the eight points of a compass.	Use the eight points of a compass, four-figure and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK in the past and present.	Expand map skills to include non-UK countries.
Observe and record information about the school locality.	Use simple fieldwork to observe and record information and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use simple fieldwork to observe and record information (human and physical) and study the geography of	Use photographs, Ordnance Survey maps, and other mapping resources to build their knowledge of the	Use OS maps to explore four-figure grid references, to locate and describe features .	Use fieldwork to observe, measure and record the human and physical features in the local area using a range	Confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps with keys, plans and
Take photos and explain. Study aerial photographs.	Use simple fieldwork to observe and record information and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use simple fieldwork to observe and record information (human and physical) and study the geography of	Use photographs, Ordnance Survey maps, and other mapping resources to build their knowledge of the	Use fieldwork to observe, measure and record the human and physical features in the local area using a range	Confidently use fieldwork to	Confidently use fieldwork to

<p>Use directional language [for example, near and far; left and right], to follow a route in the school grounds</p>	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple maps of the local area e.g. large scale, pictorial</p> <p>Make simple maps and plans e.g. pictorial place in a story. Understand how some places are linked to others by roads, trains. Dorking, Box Hill, and surrounding villages.</p> <p>Use 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.</p>	<p>our local area including the city centre and the Hoe. Use 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.</p> <p>Observe and record features around the school e.g. the different types of plants, the animals, litter and plastics, traffic survey, noticing the physical and human features within this environment.</p>	<p>United Kingdom and the wider world. Begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps symbols &amp; keys, plans and graphs, and digital technologies.</p> <p>Communicate findings through maps, reports and drawings.</p> <p>Use simple orienteering activities in the school grounds to consolidate symbols and their use in their own mapping work.</p> <p>Map and follow a journey in the local area.</p>	<p>of methods, including more accurate maps (with more complex keys), plans and graphs, and digital technologies.</p> <p>Compare how river use has changed over time.</p> <p>Undertake a river walk and investigations along the River Mole.</p> <p>Explore features on an OS map. Use the language of rivers e.g. erosion, transportation. Explain and present the process of rivers.</p>	<p>observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps with keys, plans and graphs, and digital technologies.</p> <p>Explore and map the local environment (Brockham village)</p>	<p>graphs, and digital technologies.</p> <p>Use widening geographical terms such as urban, rural, land use, sustainability, trade links, etc.</p> <p>Undertake surveys in the local area (land use, traffic, sustainability).</p> <p>Communicate and present findings through maps, reports, graphs and drawings.</p>
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