

Geography Subject Progression of Knowledge and Skills

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Year Group	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Units	<p>Our World</p> <p>Our School and Woodside</p> <p>Global Festivals and Celebrations</p> <p>Habitats across the World</p>	<p>Our World</p> <p>Our School and Woodside</p> <p>Global Festivals and Celebrations</p> <p>Habitats across the World</p>	<p>Our World</p> <p>Travel & Transport (linked to History)</p>	<p>Our World</p> <p>Brazil comparisons to Telford</p> <p>Great Fire of London/Capital Cities (linked to History)</p>	<p>Our World</p> <p>Weather</p> <p>Romans (linked to History)</p>	<p>The Rainforest</p> <p>Our World- Mayans (linked to History)</p>	<p>Our World- Rivers and Coasts</p> <p>Ancient Egypt (linked to History)</p>	<p>Our World</p> <p>Mountains, Volcanoes & Earthquakes.</p> <p>Our World in the future linked to climate change</p> <p>Industrial Revolution linked to Ironbridge (linked to History)</p>
NC Attainment targets Subject content	<p>Development matters 3-4 years</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore the world around them by visiting parks, museums and libraries. 	<p>ELG:</p> <p>Pupils should be taught to:</p> <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 	<p>Pupils should be taught to:</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 • 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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) • 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 				

			life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.						
Location	Substantive Knowledge	N	R	Y1	Y2	Y3	Y4	Y5	Y6
		I can explore and respond to different phenomena in my setting	I can describe what I see, hear and feel whilst outside	<p>I can name and locate the countries that make up the U.K</p> <p>I can name the seas surrounding the United Kingdom</p>	<p>I can locate and name the 7 continents of the World and the 5 oceans</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>I can identify countries in Europe that surround Britain</p>	<p>I can locate the world's countries, using maps to focus on Europe including the location of Russia</p> <p>I can identify the position and significance of latitude, longitude and the Equator</p> <p>I can locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, countries, and major cities.</p>	<p>I can locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p>	<p>I can locate the world's countries, using maps to focus on Europe including the location of Russia</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>I can locate the world's countries, using maps, atlases or globes concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>I can name and locate counties and cities of the United Kingdom</p> <p>I can name and locate geographical regions and their identifying human and physical characteristics</p> <p>I can locate key topographical features (including coasts and rivers), and land-use patterns</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>I can locate the world's countries, using maps, atlases or globes concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

								I know where Egypt is in relation to UK	hills and mountains) and land-use patterns; and understand how some of these aspects have changed over time
NC Attainment targets Subject content	Development matters 3-4 years Pupils should be taught to: <ul style="list-style-type: none"> listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologicaly and ecologically diverse world 	ELG: Pupils should be taught to: <ul style="list-style-type: none"> understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	Pupils should be taught to: <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 	Pupils should be taught to: <ul style="list-style-type: none"> describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 					

Climate	Substantive Knowledge	I can understand the need to respect and care for the natural environment and all living things	I can understand the effect of changing seasons on the natural world around me I can recognise some environments that are different from the one in which they live	I can describe the weather patterns in the UK and know the seasons	I can 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 I can explain what the weather was like during the period of the Great Fire of London	I can explain about weather conditions/ patterns around the UK and parts of Europe I can explain about weather conditions/ patterns around the UK and compare to Rome/Italy	I can compare weather in UK to South America I can explore weather patterns around parts of the world	I understand weather patterns around the world and relate these to climate zones. I can compare weather in UK to Egypt	I understand weather patterns around the world and how the world is being affected by climate change I understand how the world is being affected by climate change
		NC Attainment targets Subject content	Development matters 3-4 years Pupils should be taught to: <ul style="list-style-type: none"> • make sense of their physical world and their community. 	ELG: Pupils should be taught to: <ul style="list-style-type: none"> • Explore the natural world around them, making observations • 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. 	Pupils should be taught to: <ul style="list-style-type: none"> • 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 	Pupils should be taught to: <ul style="list-style-type: none"> • describe and understand key aspects of <ul style="list-style-type: none"> -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -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 			

	<ul style="list-style-type: none"> make sense of their physical world and their community. 	<p>making observations</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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.
--	---	---	---	--

Fieldwork	Disciplinary Knowledge	<p>I can explore and respond to different natural phenomena in the setting and on trips</p> <p>I can plant seeds and care for growing plants</p> <p>I can explore how things work</p>	<p>I can explore the natural world around me, making observations and drawing pictures of animals and plants.</p> <p>I can draw information from a simple map</p>	<p>I can understand what makes up the local area (using maps and going on local walks) and describe local features</p> <p>I can 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</p> <p>I can use aerial photographs to</p>	<p>I can use fieldwork to observe, measure and record data in my local area</p> <p>I can use the 4 points on a compass and locational language to describe the location of features and routes on a map</p> <p>I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p>	<p>I can use maps, atlases and globes to locate countries and key cities in Europe</p> <p>I can observe, record, and name geographical features in my local environment.</p>	<p>I can use the 8 points of a compass</p> <p>I can use maps, atlases and globes to locate countries and cities</p> <p>I can observe, measure, and record human and physical features in the local area using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</p>	<p>I can use the 8 points of a compass, 4 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world</p> <p>I can use maps, atlases and globes to locate countries, cities and counties and identify physical features such as rivers</p> <p>I can observe, measure, and record human and</p>	<p>I can use the 8 points of a compass, 4 and 6-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries, cities and counties and identify physical features such as mountains and volcanoes</p> <p>I can use maps, atlases, globes and digital/computer</p>
------------------	-------------------------------	---	---	--	---	--	---	---	--

				<p>recognise landmarks</p> <p>I can use world maps to find different countries/oceans</p>	<p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>I can devise a simple map and use and construct basic symbols in a key</p>			<p>physical features in the local area using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</p>	<p>mapping to locate countries, cities and counties and identify physical features such as canals and rivers</p>
Vocabulary	<p>Senses, materials, hard, soft, bumpy, smooth, rough, home, country, same, different, plants, grow</p>	<p>Map, natural, world, environments, differences, life-cycles, seasons</p>	<p>UK, capital city, hot, cold, features, aerial photographs, human, physical, landmarks</p>	<p>bakery, cathedral, River, Thames, continent, country, equator</p>	<p>Latitude, longitude, tropic of cancer, tropic of Capricorn, North Pole, South Pole</p>	<p>8 points of a compass, digital technology, climate zones, biomes and vegetation belts</p>	<p>4-figure grid reference, Ordnance Survey, condensation, evaporation, precipitation, transpiration, economic activity</p>	<p>Volcanoes, 6- figure grid reference, canal, minerals, coal fields</p>	

Texts	Sneezy the Snowman by Maureen Wright (ice)	Under the Ground by Anna Milbourne and Serena Riglietti (under the ground)		The Story of London by Richard Brassey	Oxford Junior Atlas			
	The Squirrel's Busy Year by Martin Jenkins (seasons)	The Bee Book By Charlotte Milner (non-fiction)		London by Catriona Clarke	On the Same Day in March by Marilyn Singer			
	The Weaver by Quan Shi (spider)	A Butterfly Is Patient By Dianna Hutts Aston & Sylvia Long (Non-Fiction)		A Walk in London by Salvatore Rubbino	Living with Climate Change by Alison Sage			
	Somebody Crunched Colin by Sarah Roberts (pollution)	Look Out! How We Use Our Five Senses by Leon Read			Understanding Local Maps by Wayland Publishing			
	Yucky Worms by Vivian French (worms)	David Attenborough (34) (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara			Introducing Maps by Jack and Meg Gillet			
	Do You Love Bugs? By Matt Robertson (Non-Fiction)	Bella Loves Bugs By Jess French & Duncan Beedie (forest school)			Weather by Steve Parker			
	Titch by Pat Hutchins (seed growing)	Peep Inside: Bug Homes By Anna Milbourne & Simona Dimitri (bugs)			Recycling by Blake Publishing			
	Jasper's Beanstalk by Mick Inkpen and Nick Butterworth (bean growing)	The Bug Collector by Alex Griffiths (bugs)			Weather and Seasons by Jen Green			
	Tree- seasons come, seasons go by Patrica Hegarty and Britta Tecketrup (seasons)	The Extraordinary Gardener by Sam Broughton (growing)			Forecasting the Weather by Alan Rodgers and Angella Streluk			
		Little Bear's Spring by Elli Woolard (hibernation/ice)			Europe by Joanne Randolph			
	Snow By Sam Usher			Europe by Leila Foster				
				Europe by Steffi Cavell-Clarke				
				Germany by Camilla De La Bedoyere				

		<p>Who Sank the Boat? By Pamela Allen (sinking)</p> <p>Snow By Sam Usher</p> <p>Sun By Sam Usher</p> <p>Rain By Sam Usher</p> <p>Storm By Sam Usher</p> <p>Maisy's Wonderful Weather Book by Lucy Cousins (weather)</p> <p>Lila and the Secret of Rain by David Conway & Jude Daly (rain)</p> <p>Seasons by Hannah Pang (seasons)</p> <p>Nature Girls by Delphine Mach (habitats around the world)</p> <p>At the Same Moment Around the World by Clotilde Perrin (habitats around the world)</p> <p>Katie In London by James Mayhew (uk)</p> <p>Katie in Scotland by James Mayhew (uk)</p> <p>The Wind Blew by Pat Hutchins (wind)</p> <p>Egg Drop by Mini Grey (flying)</p>						
--	--	--	--	--	--	--	--	--

		<p>Night Monkey, Day Monkey by Julia Donaldson (day and night)</p> <p>Somebody Swallowed Stanley by Sarah Roberts (plastic pollution)</p> <p>The Tree - An Environmental Fable by Neal Layton (contrasting environments)</p> <p>Lila and the Secret of Rain by David Conway & Jude Daly (drought)</p>						
--	--	---	--	--	--	--	--	--