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| Year 1 | | | | | | |
| **National Curriculum** | **Term** | **Skills** | **Knowledge** | **What the children should know** | **Unit title** | **Learning objectives** |
| Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.  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. | Aut 2 | Locational knowledge | The main nations and features of the UK, including their locations and related vocabulary. | Annotate a simple map of the UK with some of its key features, including the location of its nations.  Use appropriate vocabulary when describing the principal features of the UK. | **United Kingdom** | 1. To check my understanding of the United kingdom.  2. To locate on a map the four countries of the United Kingdom.  3. To locate the four capital cities and the seas surrounding the United kingdom.  4. To explain the differences between human and physical features.  5. To describe the human and physical features of one of the UK’s capital cities.  6. To create an information sheet about a UK country. |
| Identify seasonal and daily weather patterns in the United Kingdom. | Spr 2 | Human and physical geography | Basic vocabulary and concepts about weather and the climate, including seasonal change.  How people adapt to different weather (e.g. by dressing differently on cold, hot, wet or windy days). | Observe, talk about and make a basic record of changes in the weather and seasons, including making a simple weather chart.  Make appropriate use of everyday words relating to seasons, months and local weather. | **Weather and seasons** | 1. To order the months of the year and recognise seasons.  2.To spot the differences between the seasons.  3. To identify the types of clothing worn in different weather  4. Identify the types of weather we have in the United Kingdom and record the daily weather in our area.  5. To review the weather diary and reflect on the impact the weather has on our activities.  6. To explore how the weather affects different jobs. |
| 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.  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 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 | Sum 2 | Geographical skills and fieldwork. | The location of their local area (including where it is within the UK.  The main features of their local area. | Look at simple maps and aerial views of the local area and discuss its main features and how symbols have been used.  Work together to create a simple map of the local area.  Observe, discuss and ask questions about the main features if the local area, based on direct experience.  Make connections between the investigation of the local area and what they have learned about the weather, climate and the UK.  Use appropriate everyday vocabulary when describing local features. | **The local area.** | 1. To spot the differences between rural and urban areas and know what type of settlement I live in.  2. To explore and record the features of our school grounds.  3. To explore and record the features of our local area.  4. To recount my journey through the local area.  5. To recognise the symbols used on an Ordnance Survey map.  6. To create a map of my local area. |

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| Year 2 | | | | | | |
| **National Curriculum** | **Term** | **Skills** | **Knowledge** | **What the children should know** | **Unit title** | **Learning objectives** |
| Name and locate the world’s seven continents and five oceans - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans.  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 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. | Aut 1 | Locational knowledge.  Geographical skills and fieldwork.  Human and physical geography. | The names and locations of the world’s continents and oceans  Some information about each of the world’s continents and oceans. | Where they are in the world.  The seven continents.  Where the seven continents are on a map.  The five oceans.  Where the five oceans are on a map.  Some physical and human features of a continent. | **Continents and Oceans** | 1.To understand where I am in the world.  2.To locate on a map the seven continents.  3.To locate on a map the oceans that link the seven continents.  4.To describe where different continent are located.  5.To spot the physical and human features of a continent.  6.To share my knowledge of a continent. |
| Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country - 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.    Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. | Spr 2 | Locational knowledge.  Geographical skills and fieldwork.  Place knowledge.  Human and physical geography. | The location and features of Australia.  The location of Alice Springs within the continents of Australia.  Compare and contrast Alice Springs with the local area.  Explore the wildlife in Alice Springs and compare with that of their local area. | Where Australia is in the world.  Some physical and human features of Australia.  Where Alice Springs is within the continent of Australia.  How some features of Alice Springs differ to their local area.  How some wildlife in Alice Springs differs to their local area. | **Australia** | 1.To locate Australia.  2.To find out about Australia’s physical and human features.  3.To locate and compare the town of Alice Springs to our local area.  4.To explore wildlife in Alice Springs. |
| Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. | Sum 1 | Geographical skills and fieldwork.  Locational knowledge. | The location of the world’s hot and cold regions.  Understand what hot and cold regions are like.  The four main compass points and use them to describe where a hot or cold region is. | Where the world’s hot and cold regions are.  Some information about what each of the hold and cold regions are like.  The four main compass points. | **Hot and Cold Places** | 1.To identify hot and cold places and identify them on a map.  2.To recognise the features of a hot and cold place.  3.To explore a hot or cold place.  4.To explore the animals that live in hot and cold places and how they adapt.  5.To describe an animal that lives in a hot or cold place.  6. To compare a packing list for a hot place with a list for a cold place. |

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| Year 3 | | | | | | |
| **National Curriculum** | **Term** | **Skills** | **Knowledge** | **What the children should know** | **Unit title** | **Learning objectives** |
| Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.  Describe and understand key aspects of: physical geography, including: climate zones. | Aut 1 | Locational knowledge.  Human and physical geography. | Use globes and atlases to identify climate zones.  Use appropriate vocabulary when describing climate zones and map features (e.g. the Equator, the tropics, the world’s hemispheres). | Where the world’s main climate zones are (building on their prior understanding of hot and cold regions).  How different climate zones affect the landscape, natural environment and human beings. | **Climate Zones** | 1.To identify the different lines of latitude and explain how latitude is linked to climate.  2.To locate different climate zones and explore the differences between Northern and Southern hemispheres.  3.To compare temperate and tropical climates.  4. To explore weather patterns within a climate zone.  5. To write a weather forecast for a typical day in c climate zone.  6. To identify characteristics of each climate zone. |
| Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.  Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.  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. | Spr 1 | Human and physical geography.  Locational knowledge. | Use globes, atlases and maps to identify the location and distribution of rainforests and other biomes.  Use appropriate geographical vocabulary when describing rainforest and other biomes. | The key elements of a rainforest biome (including the Amazon and the Congo).  The main location of the world’s rainforests.  How some human beings have adapted to life in the rainforests. | **Rainforests** | 1.To recognise what a rainforest is and locate the world’s rainforests on a map.  2.To recognise the different layers of life in a rainforest.  3.To recognise the features that make up a rainforest.  4. To describe the key characteristics of the Congo.  5. To describe and explain the impact of the deforestation of the rainforests.  6. To explain the importance of the Amazon Rainforest. |
| Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | Spr 2 | Locational knowledge.  Human and physical geography.  Geographical skills and fieldwork. | Use maps and atlases to locate places with significant volcanoes (e.g. The Ring of Fire).  Use geographical vocabulary, including some technical terms, when describing the Earth’s structure and the features of volcanoes. | The names and locations of the world’s principal volcanoes.  The structure of the earth, including what happens at plate boundaries.  The main features, causes and effects of volcanoes.  How people respond to a natural disaster. | **Volcanoes** | 1.To find out about the structure of the Earth.  2.To describe what happens at the boundaries between the Earth’s plates.  3.To describe and explain the key features of a volcano.  4.To locate a range of famous volcanoes and find out some key facts.  5.To report on the effects of a volcanic eruption.  6.To evaluate the advantages and disadvantages of living near a volcano. |
| Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | Sum 2 | Locational knowledge.  Geographical skills and fieldwork.  Human and physical geography. | Use maps and atlases to locate places where famous earthquakes have occurred.  Use geographical vocabulary, including some technical terms, when describing the Earth’s structure and the features of earthquakes. | Know what an earthquake is and where they occur.  Locate famous earthquakes.  Understand the effect earthquakes have on land and people.  Know how earthquakes and volcanoes are linked. | **Earthquakes** | 1.To explain why earthquakes occur.  2.To locate where famous earthquakes have occurred and find out some key facts.  3.To write a report about a famous earthquake.  4.To identify the effect of earthquakes on land and people.  5. To identify the help people need after an earthquake.  6. To identify how to prepare for an earthquake. |

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| Year 4 | | | | | | |
| **National Curriculum** | **Term** | **Skills** | **Knowledge** | **What the children should know** | **Unit title** | **Learning objectives** |
| Describe and understand key aspects of physical geography, including: rivers and the water cycle.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.    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. | Aut 1 | Human and physical geography.  Geographical skills and fieldwork. | Interpret and explain key information on rivers.  Evaluate a range of possible flood prevention measures.  Confidently use globes, atlases and maps to locate the world’s principal rivers.  Use appropriate geographical vocabulary when describing the water cycle, rivers and river features. | The key elements and features of a river and of the water cycle.  The names of, and key information on the world’s main rivers. | **Rivers** | 1.To describe the water cycle, explain what a river is and locate the world’s longest rivers on a map.  2.To describe how rivers are used around the world.  3.To identify the stages of a river and the way that the land use changes form the source to the mouth.  4.To recognise and explain how human activity affects rivers.  5.To recognise and explain how flooding affects communities.  6. To identify the key characteristics of one of the world’s longest rivers. |
| Locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - identify the position and significance of the Equator.  Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).  Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America. | Spr 1 | Locational knowledge.  Geographical skills and fieldwork.  Human and physical geography. | Confidently use globes, atlases and maps to locate the Amazon within the globe and the South American continent.  Interpret a range of maps and aerial views of the Amazon.  Use appropriate geographical vocabulary, conveying a distinctive sense of place when describing the Amazon, its location and its features. | The location and principal features of the Amazon, comparing and contrasting it with SE Brazil.  How physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon.  About human activities in the Amazon Basin, including questions about how the river and forest are used. | **Amazon Basin** | 1.To identify South America on a world map and identify some of its physical and human features.  2. To describe the importance of the Amazon Basin and Rainforest.  3.To understand some of the threats to the Amazon and why they matter  4.To understand some of the main human and physical features of Manaus.  5.To compare the Amazon Basin with South-East Brazil and my home area.  6.To share my knowledge and understanding of the Amazon Basin. |
| Locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.  Identify the position and significance of latitude, longitude, and time zones (including day and night.  -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  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. | Spr 2 | Place knowledge  Locational knowledge  Human and physical geography  Geographical skills and fieldwork. | Use globes, atlases and maps to identify the main human and physical features of North America.  Interpret maps and aerial views of the Americas, at a variety of scales, discussing and asking questions about their main features.  Use appropriate vocabulary when describing North America, including place locations and map features. | The location, countries and main human and physical features of North America.  What latitude and longitude are, and why they matter (e.g. for climate and navigation). | **North America** | 1.To locate North America on a world map and explore the landscape.  2.To identify countries within North America and states within the USA.  3.To explore the physical geography of the Rockies.  4.Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.  5.To compare the landscapes of different US states.  6.To compare New York State, New York City and where I live |

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| Year 5 | | | | | | |
| **National Curriculum** | **Term** | **Skills** | **Knowledge** | **What the children should know** | **Unit title** | **Learning objectives** |
| Locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities.    Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Identify the position and significance of the Equator.  Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).  Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America. | Aut 1 | Locational knowledge.  Place knowledge.  Geographical skills and fieldwork.  Human and physical geography. | Use globes and atlases to locate South-East Brazil and Rio de Janeiro within the South American continent and support their understanding of these places (e.g. within relevant climate and time zones).  Interpret maps and aerial views of South-East Brazil and Rio de their main features, Janeiro at a variety of scales, discussing and asking questions about and comparing them with places previously studied. | The location and human/physical features of Rio de Janeiro, comparing and contrasting this region with places previously studied.  How the location might affect everyday life differently in South East Brazil and places previously studied.  What time zones are and how they are affected by longitude. | **Rio and South East Asia** | 1.To identify South America on a world map and identify a range of its human and physical features.  2.To locate the countries and capital cities of South America.  3.To compare key facts about Brazil with your country.  4. To use photographs and information texts to imagine what daily life in Rio might be like.  5.To identify how my life is linked to Rio and the South East of Brazil.  6. To identify the pros and cons of hosting the Olympic Games. |
| Describe and understand key aspects of physical geography, including: mountains.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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.  Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | Spr 2 | Locational knowledge.  Human and physical geography.  Geographical skills and fieldwork. | The name sand locations of the world’s principal mountains.  The main features and types of mountains.  How some people have adapted to life in mountainous areas (e.g. how these landscapes are used by people and affected by human activity). | Use detailed maps and aerial views of mountains and ranges to inform their understanding of their location, use and features.  Use map references to locate some of the world’s principal mountains.  Use geographical vocabulary when describing mountains and ranges. | **Mountains** | 1.To describe what a mountain is and locate the world’s ‘Seven Summits’ on a map.  2.To describe the key features of mountains and how they are formed.  3.To describe the climate of the mountains and explore mountain life.  4.To explore and locate the UK’s highest mountains.  5.To recognise the importance of the Himalayas for people living in the region.  6. To share your knowledge about a world-famous mountain or mountainous region. |
| Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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.  Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. | Sum 1 | Locational knowledge.  Place knowledge.  Human and physical geography.  Geographical skills and fieldwork. | Confidently use globes and atlases to locate Greece and the Mediterranean within the world and the European continent.  Use and interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it.  Look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints.  Use and apply geographical vocabulary confidently and in context, conveying a distinctive sense of place when describing the location and distinctive features of the Mediterranean, Greece and Athens. | The location and principal features of the region around Athens.  Ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens.  Ways in which the landscape of the region is used by people and affected by human activity.  Ways in which the location and distinctive features of Greece and the Athens region compare and contrast with the UK, The Americas and Africa.  Place-specific patterns of continuity and change (past, present and future). | **Greece** | 1.To identify Europe on a world map and identify countries.  2.To explore tourism in the Mediterranean region.  3.To explore migration in Europe through Greece.  4.To identify the landscape and features in Greece.  5.To identify the main features of Athens.  6.To compare life in Athens with other places. |

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| Year 6 | | | | | | |
| **National Curriculum** | **Term** | **Skills** | **Knowledge** | **What the children should know** | **Unit title** | **Learning objectives** |
| 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.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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. | Sum 1 | Locational knowledge.  Geographical skills and fieldwork.  Human and physical geography. | Interpret a range of maps of the UK and apply this information to their understanding of it (e.g. political, relief and Ordnance Survey map and those showing data such as population density, crop production and the natural environment).  Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK.  Use geographical vocabulary when describing key information about the UK. | The location and principal features of the UK when seen a range of scales, from the global to the immediately local.  Ways in which human processes (such as economic and political processes, the distribution pf energy, land use, settlement and change) operate within the UK.  Ways in which the landscape of the UK is used by people and affected by human activity. | **United Kingdom** | 1.Compare and contrast the different countries of the UK.  2.Identify where I live in the UK and locate the UK’s major cities.  3.To identify where I live in the UK and locate the UK’s major cities.  4. To identify physical characteristics of the United Kingdom.  5.To understand how people have affected the United Kingdom’s landscape.  6. To describe and explain the sorts of industries in which people in the United Kingdom work. |
| 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.  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.  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 | Sum 2 | Geographical skills and fieldwork.  Human and physical geography.  Locational knowledge. | Interpret a broad range of maps of the local region and independently apply this information to their understanding of it (including route- planning).  Use fieldword to collect and critically evaluate data from a range of viewpoints about the local region and how it meets people’s needs.  Use and annotate Ordnance Survey maps, including the use of grid references, in order to present argumenta about change in the local region.  Confidently and persuasively use geographical vocabulary when describing key information about the local region to external audiences, conveying a distinctive sense of place. | The location and principal features of their local region when seen at a range of scales, from the global to the immediately local.  Ways in which human processes (such as economic and political processes, land use, settlement and change) operate within their local region.    Ways in which the landscape of the region is used by people and affected by human activity.  Ways in which the location and distinctive features of their local region compare and contrast with those of other places studied (especially regions in Europe and the Americas). | **Local Area and Region** | 1.To locate the region and local area in relation to other places.  2.To identify the principal features of a region within the UK.  3.To consider how a region can meet the needs of its population.  4.To gather evidence through urban fieldwork of how a region is meeting people’s needs.  5.To annotate an Ordnance Survey map to accurately locate a specific site.  6.To communicate geographical information about the region, using maps and writing at length. |