



Geography Progression

Intent	Implementation	Impact
At KGB our curriculum intent states: we want our pupils to leave this school as confident, compassionate and aspirational young people who will make a positive difference and contribution to their future world. Through our geography curriculum we want to inspire in our children a curiosity and fascination for the world and its population. Our curriculum will equip pupils with the geographical skills and knowledge needed to succeed in today's diverse world. Investigative and informative topic themes we will give our pupils knowledge about the world's natural and human environments, its diverse places, people and communities, and deepen their understanding and appreciation of the Earth's key physical and human processes and resources.	Geography teaching & learning is delivered through an enquiry led, topic-based approach encompassing the knowledge and skills stated in the National Curriculum. Carefully planned topics ensure there is a progression of geographical skills and knowledge across the school with teachers using strong subject knowledge to deliver engaging lessons that foster a child's interest and incorporate a variety of learning styles (VAK). Our children's journey as geographical thinkers starts in EYFS where children begin to explore their immediate surroundings through first-hand observation. As our children progress through KS1 and KS2 they build upon these foundations, broadening their geographical knowledge beyond the UK to locations around the world. The children are able to pose meaningful questions, think critically, understand the interaction between physical and human processes and gain geographical perspective by making connections between the topics that they have studied. We engage and enhance our children's learning opportunities through educational visits and practical fieldwork as these play a key role in helping children to understand geography in the context of life in the wider world.	By the end of their primary education, our children will be able to articulate and demonstrate that they have developed the geographical knowledge, language and skills to help them understand the world in which they live and be able to make links and connections between geographical events affecting the world, gaining an understanding of the effect of human behaviour and attitudes on the future of the natural world. Impact on pupil attainment & progress will be measured using Teacher Assessment supported by Key criteria assessment grids with evidence gathered from children's books (sequences of learning/outcomes & response to deeper questioning), and pupil voice (debates/discussions & engagement).

Knowledge and skills Early Years and Key Stage 1

	EYFS	Year 1 and 2	
TOPIC Key Areas of study drawn from EYFS/KS1 PoS	<p><i>Understanding the World: guiding children to make sense of their physical world and their community.</i></p> <ul style="list-style-type: none"> -describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -know some similarities and differences between different religious & cultural communities in this country. -discuss similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. <p>Aspects of geographical knowledge, skills and understanding will be taught through each of our EYFS topic themes.</p> <p>All about Me A world of colour & pattern Fairy tales People Who help us Fabulous Food Amazing Animals</p>	<p style="text-align: center;">Year A</p> <p><i>Locational knowledge-name and locate the world's seven continents and five oceans</i> <i>Place knowledge- understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country</i> <i>Human & physical geography-identify the location of hot and cold areas of the world in relation to the Equator and the North & South Poles</i></p> <p>On Safari Animals and their habitats: Where do our favourite animals live?</p> <ul style="list-style-type: none"> - A study of world habitats. Comparing & contrasting overseas locations, specifically polar regions & African Savanna. <p><i>Locational knowledge- name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</i> <i>Geographical skills and fieldwork-use world maps, atlases & globes to identify countries, continents and oceans. Use simple compass directions and locational/directional language to describe the location of features and routes on a map.</i></p> <p>Journeys and Transport People & their communities: Where in the world do these people live?</p> <ul style="list-style-type: none"> - Apply geographical skills & fieldwork, using maps/atlasses and globes to identify locations and use simple compass directions & language to read maps and plan journeys. <p><i>Place knowledge- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</i> <i>Human & physical geography- use basic geographical vocabulary to refer to key physical & human features.</i></p> <p>Homes and Houses Our Local Area-What is it like where we live?</p> <ul style="list-style-type: none"> - Use maps to identify the UK and its countries. <p><i>Place knowledge- understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country</i> <i>Geographical skills and fieldwork-use world maps, atlases & globes to identify countries, continents and oceans - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map. Use and construct basic symbols in a key.</i></p> <p>Wonderful World Our Wonderful World: What are the seven wonders of the world?</p> <ul style="list-style-type: none"> - Explore human and physical aspects of the wider world. Devise maps and use basic symbols in a key. - (Link with Music) Explore South American country Brazil: comparative study of Brazil, its music and culture with the UK. 	<p style="text-align: center;">Year B</p> <p><i>Geographical skills and fieldwork- 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map. Use and construct basic symbols in a key.</i></p> <p>Childhood in the Past</p> <ul style="list-style-type: none"> - A study of our school & its grounds, identifying changes to the human and physical geographical features over time. <p><i>Locational knowledge- name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</i> <i>Place knowledge- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country</i></p> <p>All things London</p> <ul style="list-style-type: none"> - A study of our capital city. <p><i>Human & physical geography, identify seasonal and daily weather patterns in the UK</i></p> <p>Weather Watchers Seasons: What are seasons?</p> <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the UK <p><i>Geographical skills and fieldwork-use world maps, atlases & globes to identify countries, continents and oceans. Use simple compass directions and locational/directional language to describe the location of features and routes on a map.</i></p> <p>Food Glorious Food Journeys: Food – Where does our food come from?</p> <ul style="list-style-type: none"> - Describe and understand key aspects of human geography including trade links.
	Key skills & knowledge	EYFS	Year 1
Location Knowledge	Children talk about the features of their own environment. Know about the main features of the village/town/city where they live Know that they live in England Know that all places are not the same and have differences Visit places in the local area and describe their features – eg park, shops, woods, etc	Name and locate local town and city. Know that they live in North Yorkshire in England Know about similarities and differences in relation to locations. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -find on a map and be able to label a map. Know which continent these countries come from. Know the names of some other continents in the context of their new learning.	Name and locate the world's seven continents and five oceans - be able identify and label on a world map. Understand the terms continent and ocean. Understand that a world map/globe shows all of the countries in the world. Locate the equator and North and South Poles. Use simple compass directions to navigate the map/globe.

Place Knowledge	Children begin to develop knowledge about similarities and differences between and among communities. Children understand that some places are special to members of their community. Examine photographs/drawings of places and say where they are from and what they can see Compare simple places and use language to describe main similarities and differences – busy- quiet	Begin to use knowledge of human and physical geography to identify features of the local area Begin to understand some geographical similarities and differences through comparing the human and physical geography of a small area of the United Kingdom to a small area in a contrasting non-European country.	Use knowledge of human and physical geography to identify features of the local area Understand a range of geographical similarities and differences through comparing the human and physical geography of a small area of the United Kingdom to a small area in a contrasting non-European country and how these have changed over time.
Human & Physical Geography	Children recognise aspects of environments that are different from the one in which they live. Children recognise built and natural parts of the local area Use small world resources to explore environments Through first-hand observation & experience children identify some features of different environments in school, in the local area and in the wider community through trips/visits.	Identify seasonal and daily weather patterns in the United Kingdom. Understand and use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: forest, hill, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, shop in the locality. 	Identify 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: <ul style="list-style-type: none"> 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
Geographical Skills & Fieldwork	Children can describe their relative position. (e.g behind, next to, etc) Draw information from a simple map. Provide resources for children to create simple maps and plans using known and imaginary features Explore simple maps and small world equipment to build and evaluate environments Explore how to take care of the world – eg recycling Children create known and imaginary landscapes – through drawing/painting	Use European & world maps, atlases and globes to identify the United Kingdom and its countries capital cities and seas. Use simple fieldwork and observational skills such as recording the weather and drawing simple maps with keys, to study the geography of our school, its grounds and the key human and physical features of its local community. Begin to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Begin to communicate geographical information including through labelling a simple map of the school.	Use world maps, atlases and globes to identify the seven continents and five oceans. 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 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 continents and oceans. Begin to communicate geographical information including through maps and writing in a key in the context of a local study
Key vocabulary	Village, town road, path, house, flat, river, temple, church Busy, quiet, pollution	North, South, East, West forest, hill, soil, valley, vegetation, city, town, village, factory, farm, house, office, shop weather, season key, symbol	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour and shop human, physical Equator near and far; left and right
Key Learning Experiences	Visits around the local area, including local church	Explore local area using a map. Explore weather patterns.	Visit to the coast Drawing maps, NSEW,

Knowledge and Skills Key Stage 2					
	Year 3 4 and 5			Year 6	
	<u>Year A</u>	<u>Year B</u>	<u>Year C</u>		
TOPIC	<p><i>Locational knowledge-name and locate countries 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</i></p> <p><i>Geographical skills and fieldwork-use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</i></p> <p>Changes in our local environment: How is our country changing?</p> <ul style="list-style-type: none"> Identify geographical characteristics of the UK and understand how some have changed over time. 	<p><i>Human and physical geography- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p> <p>Earthquakes & Volcanoes: How does the Earth shake, rattle & roll?</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including volcanoes 	<p><i>Locational knowledge-name and locate countries 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</i></p> <p>Coasts: Do we like to be beside the Seaside?</p> <ul style="list-style-type: none"> Name geographical regions and their identifying characteristics in the UK. 	<p><i>Locational knowledge-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.</i></p> <p><i>Place knowledge-understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America.</i></p> <p>Europe – A study of the Alpine Region: Where should we go on holiday?</p> <ul style="list-style-type: none"> Locate the world’s countries, using maps 	<p><i>Human and physical geography-describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i></p> <p>Protecting the environment: Are we damaging our world?</p> <ul style="list-style-type: none"> Describe and understand aspects of human geography, including settlement and land use.
Key Areas of study drawn from KS2 PoS	<p><i>Human and physical geography- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p> <p>Rivers and the Water Cycle: How does the water go round and round?</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including the water cycle. 	<p><i>Human and physical geography-describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i></p> <p><i>Geographical skills and fieldwork-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p> <p>Journeys-Trade: Where does all our stuff come from?</p> <ul style="list-style-type: none"> Use maps, atlases and digital mapping to locate countries and describe features. 	<p><i>Locational knowledge-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day & night)</i></p> <p>Climate and Weather: why is climate important?</p> <ul style="list-style-type: none"> Identify seasonal/daily weather patterns in the UK 	<p><i>Locational knowledge-name and locate countries 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</i></p> <p>Our World in the future: How will our world look in the future?</p> <ul style="list-style-type: none"> Name and locate countries and cities of the UK, and understand how some aspects have changed over time. 	
Key skills & knowledge	Year 3	Year 4	Year 5	Year 6	
Location Knowledge	Recap – KS1 locational knowledge. Identify the location and significance of the Equator and the Northern and Southern hemisphere On a world map locate areas of similar environmental regions (deserts, rainforests or temperate regions) Name and locate the countries in Europe (including Russia, North and South America using continent maps (label maps)	Name and locate the countries in Europe, North and South America using continent maps (label maps) On a world map locate and explore areas with similar physical characteristics including rivers and mountain ranges Compare and contrast physical and human characteristics of regions of the UK, Europe and North America	Name and locate the World’s counties using world and continent maps focusing on Europe and North and South America Name and locate major European, North American and South American capital and major cities as well as geographical regions on a map (label map) and explore their identifying human and physical characteristics and topographical features (including hills, mountains, coasts and rivers) and	Name and locate the World’s counties using world and continent maps focusing on Europe and North and South America and name and locate some countries of significance in Asia, Africa and Australasia in the context of their learning Name and locate major world capital cities, major cities and geographical regions on a map (label map) and explore their identifying human and physical characteristics and topographical features (including hills,	

	Name and locate major European capital and major cities on a map (label map) Name and locate major cities in the United Kingdom.	Name and locate major cities and counties and geographical regions in the United Kingdom and their identifying human and physical characteristics and topographical features (including hills, mountains, coasts and rivers) and land use patterns Identify how some of these have changed over time Identify the position and significance of the Arctic and Antarctic circle and Northern and Southern Hemisphere	land use patterns and identify how some of these have changed over time comparing to the UK On a world map locate and explore areas with similar physical and/or human characteristics. Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich meridian and time zones	mountains, coasts and rivers) and land use patterns and identify how some of these have changed over time.
Place Knowledge	Understand and explore geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region in a European country	Understand and explore geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom, a region in a European country and a region within North America	Understand and explore geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom, a region in a European country and a region within North and South America	Understand and explore geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom, a region in a European country, a region within North and South America and the wider world
Human & Physical Geography	Describe and understand key aspects of human geography including types of settlements and land use Describe and understand the key aspects of climate zones and rivers Describe and understand the key aspects of some biomes and vegetation belts	Describe and understand key aspects of human geography including the distribution of natural resources including energy, food, minerals and water Describe and understand the key aspects of climate zones, mountains and the water cycle Describe and understand the key aspects of a range of biomes and vegetation belts	Describe and understand key aspects of human geography including economic activity including trade links Describe and understand the key aspects of climate zones, rivers and mountains in a world context Describe and understand the key aspects of the world's biomes and vegetation belts	Describe and understand key aspects of human geography including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water Describe and understand the key aspects of volcanoes and earthquakes Describe and understand physical and human impact on biomes and vegetation belts
Geographical Skills & Fieldwork	Use maps, atlases and globes to locate countries and describe features studied Use four points of a compass & four figure grid references and recognise some map symbols and keys including on Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketching maps and plans Communicate geographical information including through maps, plans and writing.	Use maps, atlases, and globes to locate countries and describe features studied Confidently use four points of a compass & four figure grid references and recognise a range of map symbols and keys including on Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketching maps, plans and graphs Communicate geographical information including through maps, plans, graphs and writing	Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied Use the eight points of a compass Use six figure grid references and recognise a range map symbols and keys including on Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world Begin to use accurate map symbols and keys including Ordnance Survey map symbols Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketching maps, plans, graphs and digital technologies Communicate geographical information including through maps, plans, graphs, digital technology and writing and length	Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied Use six figure grid references and recognise a range map symbols and keys including on Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world Use accurate map symbols and keys including Ordnance Survey map symbols Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketching maps, plans, graphs and digital technologies Communicate geographical information including through maps, plans, graphs, digital technology and writing and length
Key Vocabulary	North East, South East, North West, South West, Settlement			
Key Learning Experiences	Forest Schools: Rocks (local stone), Grid references,			