GEOGRAPHY: Progression in Knowledge

	Declarative			I
	Location Knowledge	Place Knowledge	Human and Physical Processing	Geographical Skills
N	Location of UK on a globe Location of Africa/ Kenya on a globe Different countries in the world experience different types of weather The North Pole and the South Pole are at the top and bottom of the Earth	Talk about where I live (e.g. flat/house number, name of street) The Serengeti is a grassland, with habitats home to animals like zebras, lions, giraffes, hippos, vultures, snakes, toads and scorpions The Congo Basin is a tropical rainforest, with habitats home to animals like gorillas, chimpanzees, elephants, crocodiles, leopards, peafowl, frogs, lots of fish and spiders	Show care and concern for living things in the environment. Identify appropriate clothes to go outside in different types of weather. Some animals, like bears, hibernate in the winter. Types of weather include sunny, rainy, windy, snowy	Locating places on a globe (UK and Africa)
R		Talk about where I live (e.g. flat/house number, name of street) Comparisons: Identify similarities and differences between my local area and another place at the same scale (southwest Kenya).	Features include beach, hill, forest, river, sea, village, town and city Interconnections & change: Humans can affect and may be influenced by different places and physical processes. Interconnections & change: Identify patterns in the world around us Interconnections & change: Humans can affect and may be influenced by different places and physical processes. Interconnections & change: Identifying patterns in the world around us	Use photographs in objects and features in elevation vie (from front). Use photographs of objects and features in oblique view (from diagonally above). Use photographs of objects in plan view (from directly above). Use simple picture maps. Use a basic key to interpret and identify places on a ma Locating places on a globe (UK and Kenya)
1	We live on the Earth The UK is made of four countries : England, Scotland, Wales and Northern Ireland. The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). The Equator is an imaginary line across the Earth. The North Pole and the South Pole are at the top and bottom of the Earth.	Compare different settlements (villages, towns and cities) and identify which type of settlement I live in. My home, our school and our community is at the local scale . Recognise that our home, our school and our community are at the local scale, UK and countries are at the national scale. While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale . Rural means countryside, urban means towns and cities. Kenya is a country in Africa which has the Equator running through it. Comparisons: Identify similarities and differences between capital cities and our local area Comparisons: Comparing features of urban, rural and coastal areas.	Identify human and physical features in settlements (village, town, city)Human settlements can be a city, town, or village, depending on their size.Human features are man-made, physical features are those that would be there without humans Identify human and physical features in my local areaRural areas include farmland. This can be for either pastoral or arable farming.The amount and types of wildlife varies between rural and urban areas. In urban areas, we have urban foxes, pigeons and squirrels. In rural areas. we see deer, badgers, wetland birds and birds of prey.Coastal areas are areas of land that are near the sea. They can be rural or urban. Features in coastal areas include beach, cliff, sea and ocean.Human and physical features of Nairobi and local city in UK.Rural areas in different parts of the world have similarities and differences.Human and physical features of Naro Moru and local rural area in UK.Urban areas in different parts of the world have similarities and differences.Human and physical features of Naro Moru and local rural area in differences.Human and physical features of the world have similarities and differences.There are poorer and wealthier areas in every city.Interconnections & change: Humans are affected by physical features everyday (e.g. weather)Interconnections & change: Land use varies due to changes in human and physical features	Draw a route on a map and label features in correct ord Use a simple map (Google maps) in a plan view. Identify land and water on a map. Identify country boundaries on a map. Use photographs of places in oblique view.
2	The seas that surround the UK are the North Sea , the Irish Sea and the English Channel . There are five oceans in the world. These are larger than seas The seas around the UK flow into the Atlantic Ocean . Hot deserts are usually found near the Equator Cold deserts are usually found near the North and South Poles	 Location is a point on a map. Place is the emotional attachment to a location. Comparisons: Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert). 	The weather is short-term. Climate is long-term summary of the weather conditions Precipitation is the fall of water as rain, sleet, snow or hail Deserts are places where there is very little precipitation Hot deserts have a very hot and dry climate Cold deserts have a very cold and dry climate Hot and cold deserts are found in all continents and vary in size	Draw routes between locations on playground on squar- paper using scale 1 square : 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2). Draw a sketch map of a route with some approximate so and features in correct order. Know that scale is used to show size proportionally. Use and interpret 4 compass points (north, south, east a west). Give and interpret basic OS map symbols. Use satellite images (Google Earth) in a plan view. Use aerial photographs of places in a plan view.



rocedural				
	Fieldwork			
	Enquiry and fieldwork : Looking my local area's weather over seasons to know: Types of weather include sunny, rainy, windy, snowy We see puddles when it's rainy, shadows during the day and rainbows when there is sunshine and rain			
<i>w</i>	Enquiry and fieldwork : Show care and concern for living things in the environment			
r.	Enquiry and fieldwork : Identifying human and physical geographical features in their local area.			
d ale d	Enquiry & fieldwork: Use an enquiry question to conduct fieldwork on the school site.			

			 Features of a hot desert include rocks, sand dunes, oases, and small settlements. Features of a cold desert include mountains, ice sheets, and small settlements, including research stations. The Sahara Desert is the largest hot desert in the world; the Antarctic Desert is the largest cold desert (and the largest desert overall) Different animals and plants live in hot and cold deserts. Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans. Rivers travel from highland areas (the source) to lowland areas (the mouth). Physical features around rivers include valleys, mountains, hills and vegetation. Land use is how land is used by humans. Land use can be for economic uses, including farms, factories and leisure, or settlements. Agriculture is the word used to describe the practice of farming. Harbours are found (and ports can be found) where the land meets the sea. Humans use seas and oceans for economic and leisure uses, the main economic use is trade. Overfishing is damaging biodiversity in the oceans. Sustainable management of fishing is needed to protect species. Interconnections & change: Human features are often shaped by physical features Interconnections & change: Climate is long term weather patterns, a physical process, that can be 	Enquiry & fieldwork: Measuring a route around our school site
3	SPRING 1- NC (locational): 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. The River Indus - its source and course Highest mountain in each of the four countries of the UK. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire. New locational knowledge: Sussex	SPRING 1- NC (place): understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Major cities in the UK – locational overview	Interconnections & change: Overfishing is damaging biodiversity in the oceans. Sustainable management of fishing is needed to protect species. SPRING 1- NC (human and physical): 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 How rivers get their water - the source, springs, the water cycle How do rivers shape the land? Wildlife in the River Severn- fishing, local agriculture, pollution problems. The River Indus - its source, course, human interactions with environment. Why do people live on mountains? Depth focus: i) Andes and terraced farming; ii) Sustained geographical themes: Relationship between mountains and weather/ Relationship between mountains and people Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Compare two cities: Cardiff and London, including economy & transport.	SPRING 1- NC: symbols and key (including the use Ordnance Survey maps) to build their knowledge of United Kingdom and the wider world Using photographs Describing location using 4-point compass Links between food consumption patterns and farming; issues arising e.g. local sourcing. Using diagrams, describing distribution
	Continent of Europe Climate zones - Equator, Arctic, Antarctic and the North/South poles.	Structure and composition of the earth	Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming. Sheep farming in Wales - Snowdonia. How and why volcanoes erupt Types of volcanoes: active, dormant and extinct volcanoes Settlements and why people still live near/ visit volcanoes (work, tourism, farming, science) Deepen Mediterranean place focus via Mount Etna and human settlements around it. Climate and relationship with oceans. Climate and biomes within climates. Mediterranean climate/	World map and key lines of latitude

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NC: 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.

Enquiry & fieldwork: local fieldwork on local shops - their sourcing, economic and ethical considerations.

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			temperate climate, using examples of Rhine & UK	
			SPRING 1- NC: physical geography, including:	
			climate zones, biomes and vegetation belts,	
			rivers, mountains, volcanoes and earthquakes,	
			and the water cycle	
			Cologne and cities on the Rhine Rotterdam and the	
			mouth of the Rhine	
			How the course of the river has been changed by human activity including canals	
			Compare the Rhine and the Mediterranean to pick	
			up and draw together themes including: water as a	
			influencing the growth of settlements and cities	
			from earlier	
			Characteristics of population including distribution	
	SPRING 1- NC: name and locate counties and	SPRINC 1 NC: understand geographical	and diversity.	SPRINC 1 NC: Use many atlases globes and
	cities of the United Kingdom, geographical	similarities and differences through the study of	Migration (London and Cardiff) Welsh language	digital/computer mapping to locate countries and
	regions and their identifying human and physical characteristics, key topographical	human and physical geography of a region of the	and culture, effect of changing demographics (Welsh or British?) Idea of national identity	describe features studied.
	features (including hills, mountains, coasts and	United Kingdom, a region in a European country	(weish of Diffish.) face of hatonal facility	
	rivers), and land-use patterns; and understand		Diversity in the UK coastline. Processes of erosion,	Extending use of maps and photographs
	how some of these aspects have changed over time	Compare cities and their tourism (UK and overseas)	transportation & deposition. Coastal landforms including beaches, headlands and have. Overview	Thematic maps and using census data
		Study the human and physical geography of a range	of Jurassic coast, including significance of its rocks,	Interpreting climate data
	Locational knowledge: New Zealand, Japan,	California, New Zealand)	fossils and landforms. Coastal habitats using	Interpreting thematic maps and satellite photographs
	California, Indian ocean	, , ,	contrasting examples, including coasts of the Indian	
			Coastal processes and seaside towns (Llandudno)	
			Types of tourism (e.g. visiting friends and family	
			activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas	
			Sunshine holidays in Spain. Advantages and	
			disadvantages of tourism. Sustainable tourism.	
			Causes and effects of earthquakes: tectonic plates,	
			fault lines	
			How humans live in earthquake zones and adapt their settlements	
			Climate of deserts (the Sahara Desert), how they are formed and have a variety of landscapes	
			Plants and animals in the desert	
			How humans live and adapt in the desert	
			SPRING 1- NC: physical geography, including: climate zones, biomes and vegetation belts	
			rivers, mountains, volcanoes and earthquakes,	
			and the water cycle	
			The study of water as a resource	
			Depth focus on California (region in North	
	SPRING 1- NC: name and locate counties and		America), continuing natural resources theme Water resources in California Farming - intensive	
	cities of the United Kingdom, geographical	SPRING 1- NC: understand geographical	farming, growing almonds California aqueduct –	SPRING 1- NC: Use maps, atlases, globes and
	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	similarities and differences through the study of	providing water. The future of water supply in	digital/computer mapping to locate countries and
		human and physical geography of a region of the United Kingdom, a region in a European country Comparing the Atlantic and West Wales Comparing the Pacific and South America	California	describe features studied.
5			Oceans and trade, oceans and climate, major	Interpreting a range of thematic maps
			currents. Oceans and climate change, the human	Interpreting world and thematic maps
			inpact on oceans.	4-figure references, thematic maps
	California is a region in North America World oceans, seas in Europe	Understanding place in relation to scale	Real migration stories in people's own words, from	Flow diagrams, interpreting satellite photos
	Locational knowledge: London, Shetland Islands,	Comparison of North and South America	Northern Ireland to Liverpool and from Turkey to	Interpreting and drawing bar graphs, simple enquiry
	Cambridgeshire	Compare the OK and Bolivian Amazon	factors revisited (from Year 5 Autumn 1) and	process, questionnaire
	I ne Amazon is a region in South America		extended in new contexts. Refugees, persecution,	
			asylum, asylum seekers; challenges for refugees How does migration change places? London	
			Shetland Islands, Cambridgeshire Migration and	
			identity: examples from diverse settings showing	
			complexity of identity, dual nationalities, multiple identities, and the role of place in identity.	
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NC: 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.

Enquiry & fieldwork: coastal fieldwork looking at types of tourism.

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Enquiry & fieldwork: based on the interconnected amazon

			Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas. Challenge stereotypes often held of the favelas The Amazon river- course and characteristics The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and afford the Amazon	
			rainforest Farming in the Bolivian Amazon The production of soy: primary, secondary, and tertiary industry, international trade, effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation.	
6	Locational knowledge: Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK, Birmingham, Jamaica Ethiopia is a location in Africa 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) (Ethiopia)	The comparison of energy sources and climate change in different locations around the world. Cities in the UK, focusing on past, present and future changes	 Types of energy and how people use it Renewable and non-renewable energy sources The greenhouse/ enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project Birmingham: focusing on past, present and future changes Growth and development of the city, industry, migration, deindustrialisation, redevelopment current issues, link to UN sustainable development goals, climate change Possible, probable, and preferable futures Jamaica: An in-depth place focus to complement other regions studied in North and South America (California, the Amazon). Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. Climate, landscape, population history, migration, occan biomes. Tourist industry. Sustainable futures 	Interpreting line graphs Population pyramids, longitude and time zones Interpretation and presentation of data Ordnance survey maps, 6-figure grid references, enquiry process

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Enquiry & fieldwork: Local-area fieldwork