

Geography End Point Progression

EYFS Geography

Understanding the World People, Culture and Communities

Location and Place Knowledge	Physical Features and Processes	Human Interaction with the Environment	Geographical Techniques
<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts rhymes and poems.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced, seen in photos or read about.</p> <p>Begins to ask questions and can compare features of different environments.</p> <p>Develop an understanding of the position of other countries in the world.</p> <p>Observe and compare features in the environment by pointing/looking closely.</p> <p>Naming simple features eg. trees, wall, grass, road.</p> <p>Using some descriptive vocabulary to describe features eg. tall trees.</p>	<p>Understand that the weather changes with the seasons (linked to walks in school/local area).</p> <p>Make observations of plants and weather in their environment and talk about changes.</p> <p>Enrich and widen children’s vocabulary through the use of geographical language: forest, sea, ocean, river, road, Design and build small world areas.</p>	<p>Know there are different types of housing.</p> <p>Make observations about their local environment eg. park, school, home.</p> <p>Introduce vocabulary to help express opinions e.g. busy, quiet, pollution</p> <p>Begin to make marks to represent buildings, roads and trees.</p> <p>Show an awareness of the different shapes of buildings when drawing</p> <p>Design and build small world areas.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Draw information from a simple map.</p> <p>Visits to the local park, high street, church etc and local area walks to notice features of the geographical environment.</p> <p>Use a camera or iPad to take still and moving images of the local environment.</p> <p>Add detail to a map of a familiar place – bedroom, classroom, local area.</p> <p>Use positional language through stories e.g. Rosie’s Walk</p> <p>Describe their relative position e.g. next to, behind.</p> <p>Can follow positional instructions.</p> <p>Using stories as a basis, draw simple maps to show journey taken eg. Red Riding Hood.</p> <p>Use road mats for small world play.</p> <p>Show an interest in maps (treasure maps, road maps)</p> <p>Use a simple map with a programmable toy.</p> <p>Design and build small world areas. Use road mats for small world play.</p>

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Locational and Place Knowledge

Location and place knowledge is not simply about knowing where a place is in the world. It includes:

- Location knowledge: world countries, regions, environments, continents, physical features (rivers and mountains)
- Physical knowledge: Similarities and differences between places (physical and human) cultures, cities, capitals
- Map literacy: latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.



	KS1	LKS2	UKS2
	Locational Knowledge		
National Curriculum	<p>KS1 Geography Curriculum Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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.</p>	<p>KS2 Geography National Curriculum Locate the world's countries, using maps to focus 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.</p> <p>Name and locate countries and cities of the UK, geographical regions and identifying human physical characteristics, key topographical features (including mountains, hills, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, southern Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p>	
	Place Knowledge		
	<p>KS1 Geography National Curriculum 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>	<p>KS2 Geography National Curriculum 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.</p>	
	KS1	LKS2	UKS2
BHCET Units	<p>Y1 Where I live Children will be able to Understand the location of their local area using a map of the UK.</p> <p>Y2 Planet Earth Children will be able to: Understand the locations of the seven continents. Be able to name the seven continents and five oceans. Understand why the oceans are so important. Understand how the UK is made up and be able to name the four countries and their capital cities.</p>	<p>Y3 Rivers Children will be able to: Name, locate and identify key rivers on a global, national and local scale; particularly focusing on the Thames, Tyne, Wear and Tees</p> <p>Y4 Coasts Children will be able to Locate the UK on a world map and locate famous British coastal resorts on a map of the UK.</p> <p>Know what features you would find at the coasts and identify which are human and physical. Understand that the coast is a source of tourism and leisure.</p>	<p>Y5 Biomes - Deserts Children will be able to: Locate the UK on a world map and locate deserts on world maps. Explain the location of deserts, in relation to the equator. Know what feature of hot deserts are both human and physical. Understand the processes that create deserts (tropics and water cycle links)</p> <p>Y6 North America Children will be able to: Locate North America and the USA on a world map.</p>

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			Describe the location of North America in relation to the UK. Locate states, features and settlements of USA.
	KS1	LKS2	UKS2
Substantive Knowledge	<ul style="list-style-type: none"> Name and locate the four capital cities of England, Wales, Scotland and Northern Ireland and the seas that surround the UK. Know why so many important buildings are located in London Name of their local town Know their address, including postcode Name and label features of a coastal place and compare to where they live. Name and locate the seven continents of the world Know the names of and locate the five oceans of the world Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Know the main differences between the climate and features of a place in England and that of a small place in a non-European country (Africa/Brazil/Australia) 	<ul style="list-style-type: none"> Know the difference between Great Britain, The British Isles and the United Kingdom Know the names of and locate different counties and cities in England. Know, name and locate the main rivers in the UK Name and locate Europe on a map Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know the names of some countries from the southern and the northern hemisphere. Name the eight points of a compass Explain clearly the main differences between different types of settlements. Know the main differences between a rural and an urban location within the UK Name and locate countries within South America. 	<ul style="list-style-type: none"> Name and locate the countries in North America. Identify the position and significance of latitude, longitude. Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Know about time zones and work out differences Know what is meant by latitude and longitude. Know key differences between living in the UK and in a country in either North or South America. Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly. Know and recognise the physical conditions necessary for the creation of different biomes Contrast the main features found in two different biomes, e.g., tropical rainforest and desert.
Disciplinary Knowledge	<ul style="list-style-type: none"> Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people. Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons 	<ul style="list-style-type: none"> Understand that countries have defined borders and that each country has its own government or equivalent Compare and contrast a region of the United Kingdom, a region in a European country, and a region within North or South America. Begin to appreciate why physical and human features will be different in these places 	<ul style="list-style-type: none"> Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with

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Geographical Techniques

The use of geographical techniques such as fieldwork, but also the use of terminology and geographer traits, such as:

- Map literacy, Ordnance Survey maps, grid references, latitude and longitude, atlases, globes, GIS (Google maps), aerial photos.
- Numeracy and graphicacy, manipulating data, interpreting graphs and tables, constructing graphs.
- Literacy skills using key terminology, constructing and writing arguments, writing persuasively.
- Annotating diagrams/photos, using case studies, causes, effects, responses, processes leading to landforms, inferring information and making judgements.



	KS1	LKS2	UKS2
National Curriculum	<p>KS1 Geography National Curriculum 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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>KS2 Geography National Curriculum Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use 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 wider world.</p> <p>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.</p>	
BHCET Units	<p>Y1 Where I Live Children will be able to Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs Use simple compass directions and construct basic maps. Communicate information in a variety of ways, including through maps, annotation and sorting activities Ask and answer questions using a range of methods to describe features studied. Gather simple data</p> <p>Y2 Planet Earth Children will be able to: Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs Communicate information in a variety of ways, including through maps, annotation and sorting activities Ask and answer questions using a range of methods to describe features studied. Gather simple data</p>	<p>Y3 Rivers Children will be able to: Use maps, atlases, photographs, aerial views and sketch maps.</p> <p>Y4 Coasts Children will be able to' Use maps, atlases, photographs, aerial views and sketch maps. Explain some processes of erosion and how this can affect the landscape over time. Know how the physical features found at the coast are formed as a result of erosion.</p>	<p>Y5 Biomes – Deserts Children will be able to: Use of maps, atlas, photographs, aerial views and sketch maps.</p> <p>Y6 North America Children will be able to: Use of maps, atlas, photographs, aerial views and sketch maps. Interpret a range of sources of geographical information, including maps, diagrams and graphs. Communicate information in a variety of ways, including through maps and writing at length Ask and answer questions using a range of methods to describe features studied. Read and interpret data from graphs.</p>
Substantive	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> • Use maps and atlases to identify the United Kingdom and its countries and seas • Devise a simple map with a common key • Be able to follow a simple road map and recognise key landmarks, such as a church • Locate the nearest town or city on map of the UK 	<ul style="list-style-type: none"> • Use maps to locate European countries and some capitals • Use a globe to gain a better understanding about countries' location. 	<ul style="list-style-type: none"> • Identify features of a globe (latitude, longitude, equator, northern and southern hemispheres, tropics)

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	<ul style="list-style-type: none"> • Locate a number of cities on a map of the UK • Make a model, using road strips and toy buildings that shows features of an area • Talk about the main differences between a world map and a globe • Use simple compass directions (North, South, East and West) and locational and directional language [e.g, near and far; left and right], to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> • Talk about the features in their local environment and compare it with another they know • Introduce the concepts of North East, South East etc • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Distinguish between the Northern and Southern hemisphere on both a world map and a globe 	<ul style="list-style-type: none"> • Develop knowledge of a place by comparing street maps with aerial images. • Understand time zones • Use the eight points of the 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.
Disciplinary Knowledge	<ul style="list-style-type: none"> • Explain why it is important for all streets to have a name, including post code • Talk and ask questions about their local area and the features that can be found there. • Observe and record information about the local area, i.e. types of shops, bus stops etc. • Take photographs of locally interesting geographical features • Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. • Talk about the main differences between a world map and a globe and ask questions. • Use a world map and globe to investigate questions they are asked. • Study aerial photographs and use locational and directional language when doing so, and use these sources to investigate questions they are asked. • Use Google Earth to find features in their locality to investigate questions they are asked. 	<ul style="list-style-type: none"> • Create a report after a fieldwork activity that focuses on geographical features observed • Use systematic sampling and data collecting as part of fieldwork activity. 	<ul style="list-style-type: none"> • Use Google Earth to locate a country or place of interest and follow the journey of rivers, etc. • Understand how to use digimaps • Be familiar with topographical maps and know about contours, etc • Understand how to use six-figure grid references • Set up a geographical fieldwork enquiry, starting with a hypothesis • To review, apply and consider next steps as a result of their geographical enquiry • Label and use maps, sketches and samples to capture and describe what a place is like.

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Human Interaction with the Environment

Humans interact in a number of ways including:

- Land use, types of settlement, economic activity including trade links, distribution of natural resources.
- Human impacts on the natural environment, human induced hazards, impact of natural hazards on people
- Human responses to natural hazard and to human included hazards

	KS1	LKS2	UKS2	
National Curriculum	<p>KS1 Geography National Curriculum</p> <p>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.</p> <p>Use of basic geographical vocabulary to refer to:</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>KS2 Geography National Curriculum</p> <p>Describe and understand key aspects of:</p> <p>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.</p>		
BHCET Units	<p>Y1 Where I Live</p> <p>Children will be able to</p> <p>Identify the settlement that they live in</p> <p>Identify features of their area.</p> <p>Recognise similarities and differences between their area/school and those of a non-contrasting country.</p> <p>Y2 Planet Earth</p> <p>Children will be able to:</p> <p>Understand what is meant by physical and human features.</p> <p>Recognise the physical geography of the different countries in the UK and the continents and be able to discuss similarities and differences.</p> <p>Understand the equator and hemispheres and where hot and cold countries are located.</p>	<p>Y3 Rivers</p> <p>Children will be able to</p> <p>Identify and describe river characteristics and processes.</p> <p>Gain an understanding of stages of a river and how they differ.</p> <p>Y4 Coasts</p> <p>Children will be able to</p> <p>Explain how human intervention can be required in order to slow the process of erosion</p> <p>Know that human activity in coastal areas can alter the landscape, can affect wildlife and cause pollution.</p> <p>Understand that the coast is a source of tourism and leisure.</p>	<p>Y5 Biomes - Deserts</p> <p>Children will be able to:</p> <p>Explain how humans have created ways of living in the desert.</p> <p>Know how humans use the desert and the impact they are having.</p> <p>Y6 North America</p> <p>Children will be able to:</p> <p>Describe the population distribution and density.</p> <p>Explain how land is used for food and farming.</p> <p>Describe settlement changes over time.</p>	
Substantive Knowledge	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to human features: city, town, village, factory, farm, house, office, port, harbour and shop. • Understand what is meant by human geography and human features. • Identify human features found in their local area and the UK. • Sort human and physical features. • List some of the advantages and disadvantages of living in a city, town or village 	<ul style="list-style-type: none"> • Use images and maps to recognise human features of places studied • Identify seasonal and daily weather patterns in the UK. • Understand how human interaction with the earth is impacting the climate. 	<ul style="list-style-type: none"> • Compare human and physical features of a place in the UK with a European or non-European locality studied. • Describe population distribution and density. 	

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	<ul style="list-style-type: none"> • Know what impact humans are having on the local area/the world. • Name different types of settlements. 	<ul style="list-style-type: none"> • Understand that coasts are a source of tourism and leisure. • Know what is meant by biomes and what are the features of a specific biome • Label layers of a rainforest and know what deforestation is • Know the term 'fair trade' and its implications on the lives of so many people • Know about the positive and negative features of plastic. 	<ul style="list-style-type: none"> • Understand and describe the 'Geotrio' in respect to the effects of and response to natural disasters (social, economic, environmental) • Understand how the effect and response to natural disasters studied is linked to a country's wealth. (High income country /low income country) • Know about climate change and its potential impact on our lives
Disciplinary Knowledge	<ul style="list-style-type: none"> • Know that weather patterns are different in different parts of the world, in relation to the equator and the Poles. • Explain how weather can impact on the way of life of different people. • Explain how we can have a positive impact on the environment/climate (importance of recycling etc) • Explain some differences between a city, town and village. • Explain why features may occur and what they are used for. 	<ul style="list-style-type: none"> • Recognise how human geographical features change over time and why this occurs. • Explain the importance of being environmentally friendly • Understand how settlements may have changed over time • Understand some of the arguments put forward in relation to green energy • Explain how human intervention can slow the process of erosion. • Explain the uses of rivers. 	<ul style="list-style-type: none"> • Understand why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with. • Explain the adaptations humans make to survive in certain weathers and conditions. • Explain how land is used for food and farming. • Reflect on the key changes that have occurred in buildings, trade and population. • Understand the consequence of ignoring climate change. • Explain how the lives of children vary across the world.

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Physical Features and Processes

Looking at the natural landscapes, features and the processes which create them. This is done in two stages:

- **Characteristics (describe)** What does the feature look like? What makes it unique? What are its dimensions? Observations (figures, photos, diagrams).
- **Processes (explain)** Why does the feature/event occur? Step-by-step formation, directly link how the processes create the characteristics.



	KS1	LKS2	UKS2	
National Curriculum	<p>KS1 Geography Curriculum:</p> <p>Use of basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coasts, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, winter.</p> <p>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>KS2 Geography Curriculum:</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, river, mountains, volcanoes and earthquakes, and the water cycle.</p>		
BHCET Units	<p>KS1</p> <p>Y1 Where I Live</p> <p>Children will be able to</p> <p>Study the geography of their school and its ground.</p> <p>Identify features of their area.</p> <p>Y2 Planet Earth</p> <p>Children will be able to:</p> <p>Understand what is meant by physical geography.</p> <p>Explore similarities/differences between human and physical geography.</p> <p>Understand why the oceans are so important to humans.</p> <p>Recognise physical structures in the UK and in the different continents</p>	<p>LKS2</p> <p>Y3 Rivers</p> <p>Children will be able to:</p> <p>Identify land use, and economic activity along a river.</p> <p>Discuss the relationship between human activity and how this has changed over time.</p> <p>Y4 Coasts</p> <p>Children will be able to:</p> <p>Explain some processes of erosion and how this can affect the landscape over time.</p> <p>Know how the physical features found at the coast are formed as a result of erosion.</p>	<p>UKS2</p> <p>Y5 Biomes - Deserts</p> <p>Children will be able to:</p> <p>Explain how animals and plants have adapted to living in the desert</p> <p>Explain how humans have created ways of surviving in the desert.</p> <p>Y6 North America</p> <p>Children will be able to:</p> <p>Describe how the Grand Canyon was formed through the process of erosion.</p> <p>Describe the causes and the impact of hurricanes and wildfires.</p>	
Substantive Knowledge	<p>KS1</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to physical features, including: beach, cliff, coasts, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, winter. • Understand what is meant by human geography and human features. • Identify human features found in their local area and the UK. • Sort human and physical features. • Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach 	<p>LKS2</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features, (as above and) including: season, weather • Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc. • Know and label the main features of a river • Know the name of and locate a number of the world's longest rivers • Know why most cities are situated close to a river 	<p>UKS2</p> <ul style="list-style-type: none"> • Know what is meant by biomes and what are the features of a specific biome • Know the names of and locate some of the world's deserts • Explain how physical features can be formed by processes such as erosion. • Know what causes an earthquake and a tsunami • Understand and describe the 'Geotrio' in respect to the effects of and response to 	

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		<ul style="list-style-type: none"> • Know and explain the features of a water cycle • Describe and understand key aspects of climate zones • Label the different parts of a volcano. • Name and locate a number of the world's highest mountains. 	<p>natural disasters (social, economic, environmental)</p>
Disciplinary Knowledge	<ul style="list-style-type: none"> • Explain why features may occur and what they are used for. 	<ul style="list-style-type: none"> • Explain the process of erosion and how this process changes the coastline. • Explain how the physical features found at the coast are formed as a result of erosion. • Compare and contrast a river in the UK to a river in another country. 	<ul style="list-style-type: none"> • Reflect on the physical and environmental impact of extreme weathers.