

St. Bega's Catholic Primary School

'Love one another as I have loved you.'



Geography

Engage, Model, Connect, Secure.



Geography Progression of Knowledge



	Nursery	Reception
Location and Place Knowledge	<ul style="list-style-type: none"> Begin to understand that they live in Hartlepool. Know that Hartlepool is by the sea. Know that people live in different kinds of houses. Observe features in their immediate environment by pointing/looking closely. Name simple features, e.g. trees, wall, fence, grass, road. Make simple observations about their local environment, e.g. road, school, park. Understand a globe shows land (green) and water (blue). 	<ul style="list-style-type: none"> Know that they live in Hartlepool and that we are a coastal town. With help, locate Hartlepool on a map. Know that in the areas where we live there are shops, schools, churches, parks, etc. Realise the importance of knowing your home address. Name some different kinds of houses, e.g. flat, bungalow, house. Recognise features in our local area, e.g. church, shops, promenade, library, Borough Hall. Identify land (green), water (blue) and cold areas (white) on a globe.
	<ul style="list-style-type: none"> Look at simple maps and globes identifying land and the sea. Follow positional language, on top, under, beneath, next to, besides. Describe their nursery environment, both indoor and outdoor 	<ul style="list-style-type: none"> Look at a simple map and identify land types (white – cold areas and green – not cold) and the sea (blue). Use comparative language to describe objects as 'near' or 'far away'. Begin to ask questions and compare features in their local environment that are different. Using photographs of contrasting environments around the world, describe similarities and differences. Describe where they live and the surrounding area
Human and Physical Geography	<ul style="list-style-type: none"> Talk about and name simple features of our nursery environment, (construction area, painting area, tunnel, path, grass, etc.) Understand there is a range of transport available, and these serve a purpose. Begin to recognise seasonal changes in the weather. Talk about photographs from around the world using simple geographical language commenting on weather and plants. Begin to use some geographical language through stories and topics: beach, sea, Forest. 	<ul style="list-style-type: none"> Talk about features of the school environment (lunch hall, playground, office etc) Understand there is a range of transport available locally and these serve different purposes Understand that the weather changes with the seasons. (linked to walks in school/local area) Make observations about weather and plants in the environment and talk about what they see. Begin to know there are different countries in the world and talk about the simple differences they have experienced or seen in photos (holidays, videos, stories). Begin to use some geographical language through stories, topics and photographs: forest, sea, ocean, river, meadow, pond, mountain. Identify features created by humans (houses, shops, farm) and those created by nature (cliffs, beaches, trees, grass, weather) Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class.
	<ul style="list-style-type: none"> Recognise that people build houses and roads Describe the natural world they see in photographs of different places from around the world. 	<ul style="list-style-type: none"> Identify features created by humans, e.g. houses, roads, wind turbines, clock tower etc. and those created by nature, e.g. beach, sea, sand dunes Use photographs, videos and stories to talk about different environments around the world. Begin to talk about similarities/differences.
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Through stories, begin to draw simple maps to show a journey taken, e.g. Postman Bear Three little Pigs, etc. Begin to use positional language through stories. Use road maps for small world play Begin to represent geographical features in small world. 	<ul style="list-style-type: none"> Draw information from a simple map. Begin to represent buildings, roads and trees. Describe their immediate environment, using knowledge from observations, discussions and maps.
	<ul style="list-style-type: none"> Walk around the nursery environment (and wider school) noticing features. Draw own simple maps with marks to represent features Use simple positioning language to describe a route around the immediate environment. 	<ul style="list-style-type: none"> Walk around the local area noticing features. Sketch and device simple maps (not to scale) and create own symbols to represent features. Label simple diagrams and pictures. Discuss weather elements in photographs, hot, cold, ice, snow, storm, etc. Use simple positioning language to give directions around a space or room. Use a camera to take still and moving images. Add detail to a plan of a familiar place, e.g. classroom. Design and build their own roads and small world areas.



Geography Progression of Knowledge



	Year 1	Year 2
Location and Place Knowledge	<ul style="list-style-type: none"> Know the names of the four countries that make up the UK Know that the name of the three seas around the UK. Know some of the characteristics associated with an urban place (Newcastle) in comparison to where they live (coastal) Know features of hot and cold places in the world Know where the equator, North Pole and South Pole are on a globe 	<ul style="list-style-type: none"> Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland Know why so many important buildings are located in London Know the name of the nearest town Know their address, including postcode Know the names of 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 (Newcastle/Hartlepool) and that of a small place in a non-European country (Brazil)
	<ul style="list-style-type: none"> Understand that maps and the globe are used to locate key places around the world. Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people. 	<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 Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons
Human and Physical Geography	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features, including: house, farm, office, shop, factory Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village 	<ul style="list-style-type: none"> Know and identify the following physical features: ocean, mountain, lake, island, valley, river, cliff, forest, sand dunes and beach Know some of the advantages and disadvantages of living in a city or village
	<ul style="list-style-type: none"> Begin to appreciate the different weather patterns in the UK Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles 	<ul style="list-style-type: none"> Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Use maps and atlases to identify the United Kingdom and its countries and seas Devise a simple map; route to school Create simple maps with a common key e.g. treasure Island map Understand why it is important for all streets to have a name, including post code Be able to follow a simple road map and recognise key landmarks, such as a church Talk about the features in their local environment 	<ul style="list-style-type: none"> Locate the nearest town or city on map of the UK Locate a number of cities on a map of the UK Make a model, using road strips and toy buildings that shows features in 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 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 	<ul style="list-style-type: none"> Study aerial photographs and use locational and directional language when doing so Use Google Earth to find features in their locality



Geography Progression of Knowledge



Substantive Knowledge - the knowledge being imparted at any given point. **Disciplinary Knowledge** - the knowledge taught in geography that is about how geographers do their work.

	Year 3	Year 4
Location and Place Knowledge	<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 at least eight counties and at least six cities in England Know, name and locate the main rivers in the UK Name and locate Europe on a map Name and locate France, Spain, Italy, Germany and Russia Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Know the names of four countries from the southern and four from the northern hemisphere Explain clearly the main differences between a village, town and city Know the main differences between a rural and an urban location within the UK Understand that countries have defined borders and that each country has its own government or equivalent Compare and contrast two regions within the UK that are very different Begin to appreciate why physical and human features will be different in these places 	<ul style="list-style-type: none"> Know where the main regions are in the UK Know and name the eight points of a compass Know the names of and locate at least eight European countries. Know the names of and locate at least eight major capital cities across the world ? Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map ? Know that climate and physical features has an important part to play when considering where and how people live. Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate ? Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months ?
Human and Physical Geography	<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 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 Know and explain the features of a water cycle Know why recycling is important Recognise how human geographical features change over time Understand what is meant by being environmentally friendly 	<ul style="list-style-type: none"> Describe and understand key aspects of climate zones Know that people's jobs are determined by where they live Know what causes an earthquake and tsunami Label the different parts of a volcano Know the names of a number of the world's highest mountains Understand how ideal settlements may have changed over time Understand some of the arguments put forward in relation to green energy
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Use maps to locate European countries and capitals Use a globe to gain a better understanding about countries' location (USA and Russia, for example) Use maps to locate European countries and capitals 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 to locate world countries and capitals Use a globe to gain a better understanding about countries' location (USA and Russia, for example) Talk about the features in their local environment and compare it with another they know 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 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 Plan a journey within the UK, using a road map Make a model to show part of the local area, e.g. parks, shopping precinct, 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 Plan a journey within the UK, using a road map Make a model to show part of the local area, e.g. parks, shops etc. ? Understand how to use four-figure grid references ? Explain what a place is like and why



Geography Progression of Knowledge

	Year 5	Year 6
Location and Place Knowledge	<ul style="list-style-type: none"> Name and locate the 7 continents and 5 oceans on an unmarked map Name and locate North and South America on an unmarked map Name and locate the major countries of Europe (inc Russia) and their capital cities Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean Sea and Suez canal Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere Know what is meant by the term 'tropics' Know and recognise many of Europe's key landmarks 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. Appreciate that most countries have capital cities from where their government operates but these can sometime change. 	<ul style="list-style-type: none"> Name and locate the countries in North America and their capital cities. Name and locate 3 countries within South 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 where countries in the British commonwealth are situated 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. Appreciate how historically there have been changes to many countries across the world, including changes in names. 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
Human and Physical Geography	<ul style="list-style-type: none"> Know about the key human and physical differences between living in the UK and a different European country 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 about the positive and negative features of plastic Know why ports are important for world trade Understand why their village/ town or city exists and what brought people to live there 	<ul style="list-style-type: none"> Know the names of and locate some of the world's deserts Know about climate change and its potential impact on our lives Know why industry is important to the world Know about the issues associated with Brexit Know how the lives of children vary across the world Understand how the effect and response to natural disasters studied is linked to a country's wealth. (High income country /low income country) Understand and describe the 'Geotrio' in respect to the effects of and response to natural disasters (social, economic, environmental) Compare human and physical features of a place in the UK with a non-European locality studied. Reflect on the key changes that have occurred in buildings, trade and population Understand the consequence of ignoring climate change
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Create own OS style symbols for a key Identify features of a globe (latitude, longitude, equator, northern and southern hemispheres, tropics) Develop knowledge of a place by comparing street maps with aerial images. Understand time zones Use graphs to record features such as temperature or rainfall across the world Use appropriate special language when giving directions (8 compass points) Recognise most of the symbols used on a UK road map, including status of roads Understand some of the main features of a satnav Recognise ordnance survey (OS) symbols and know what they stand for Carry out tests over time, evaluate changes and consolidate their understanding 	<ul style="list-style-type: none"> 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. 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 Create journey booklets, to include maps, sketches and samples to capture what a place is like