



National Curriculum Key Stage 1	National Curriculum Key Stage 2
<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ● Name and locate the world’s seven continents and five oceans ● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> ● 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>Human and physical geography</p> <ul style="list-style-type: none"> ● 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 ● 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● 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 ● 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 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>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ● 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 ● 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 ● 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) <p>Place knowledge</p> <ul style="list-style-type: none"> ● 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>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ● Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● 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 ● 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.

Geography Knowledge Progression Grid

	EYFS	Year1/2	Year 3/4	Year 5/6
Progression and assessment criteria	<p>Local study</p> <ul style="list-style-type: none"> Name the village we live in. (Barrow Upon Trent) Know that maps tell us information about our locality. (Maps show where features are) Explain three features you might see in Barrow upon Trent. (road, house, school, church, community park, river) (Use Vocab-Barrow upon Trent, school, playground, park, road, house, garden, room, shop, 	<p>Local Area/Our Homes (Cycle 1)</p> <p><i>Place Knowledge;</i> <i>Locational Knowledge;</i> <i>Human and Physical Geography;</i> <i>Geography Skills and Fieldwork</i></p> <p>Name</p> <ul style="list-style-type: none"> 3 different types of homes from: Detached, semi-detached, terraced, flat bungalow. A village of a similar size in a contrasting non-European country. <p>Know</p> <ul style="list-style-type: none"> That Barrow is part of Derby in Derbyshire, England. <p>Explain</p> <ul style="list-style-type: none"> That as a small village, Barrow has few public services 	<p>Somewhere to Settle (Cycle 1)</p> <p><i>Place Knowledge;</i> <i>Human and physical geography;</i> <i>Geographical skills and fieldwork</i></p> <p>Name</p> <ul style="list-style-type: none"> 3 different ways land is used: housing, business, leisure, agriculture, industry, leisure, retail <p>Know</p> <ul style="list-style-type: none"> That certain physical features influence where people settle <p>Explain</p> <ul style="list-style-type: none"> That Romans, Anglo Saxons and Vikings influenced place names in Britain. Explain why people settled in Derby and Barrow Explain how settlements are linked and how this facilitates trade. 	<p>Human and Physical – Peak District (Cycle 1)</p> <p><i>Locational Knowledge;</i> <i>Place Knowledge;</i> <i>Human and Physical Geography;</i> <i>Geography Skills and Fieldwork</i></p> <p>Name</p> <ul style="list-style-type: none"> Some human and physical features of the Peak District including economic activity and trade links. <p>Know</p> <ul style="list-style-type: none"> Names of some topographical features linked to the peak district – mountains, rivers and valleys. <p>Explain</p> <ul style="list-style-type: none"> How some of these are used and how they and their use have changed over time (eg industry to leisure). To locate the Peak district on a map of England, identifying the counties and main

	<p>village, map, plan, picture)</p> <p>The Wider World</p> <ul style="list-style-type: none"> • Name the planet that we live on. (Earth) • Know the four countries that make up the United Kingdom. (England, Scotland, Wales, Northern Ireland.) • Explain how an astronaut gets to Space. (In a space rocket) (Use Vocab- Earth, planet, space, solar system, World, Country, England, Scotland, Wales, Northern Ireland, rocket, fuel, up, down, orbit, round,) 	<p>compared to Derby</p> <ul style="list-style-type: none"> • To identify Barrow on a map of Derby • To find similarities and differences between Derby and Chembakolli <p>Aerial Photos Birds eye view Human and physical features (Cycle 1) Geographical skills and fieldwork; Locational Knowledge</p> <p>Name</p> <ul style="list-style-type: none"> • Some symbols found on an OS map eg, road, river, church, nature reserve, school. <p>Know</p> <ul style="list-style-type: none"> • The 4 primary compass directions: North, South, East, West. <p>Explain</p>	<ul style="list-style-type: none"> • Explain the differences between rural and urban locations (Barrow and Chellaston) and some of the features of each. • To know, name and locate some main counties and cities in the UK. • To know, name and locate the different countries that comprise the UK and Great Britain. • To produce field sketch plans of the road system around St Wilfrid’s Church, Barrow. <p>Earthquake! (Cycle 1) Human and Physical Geography; Geography skills and Fieldwork; Locational Knowledge; Place Knowledge</p> <p>Name</p> <ul style="list-style-type: none"> • Tectonic plates as the cause of earthquakes <p>Know</p>	<p>towns and cities within it.</p> <ul style="list-style-type: none"> • To compare the Peak District with Yellowstone National Park in the USA and Samaria National Park in Greece (Crete) in terms of geographical similarities and differences. • To investigate the availability and exploitation of natural resources in the Peak District including energy, food, minerals and water. <p>Greece (a contrasting European country) (Cycle 1) Locational Knowledge; Place Knowledge; Human and Physical Geography; Geography Skills and Fieldwork</p> <p>Name</p> <ul style="list-style-type: none"> • 3 major Greek cities, including the capital Athens. <p>Know</p>
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	<p>The Weather</p> <ul style="list-style-type: none"> • Name a place where the weather is different to our country. (African Savanna, Arctic, Rainforest) • Know the names of the four seasons. (Autumn, Winter, Spring, Summer) • Explain what the weather is like today. (Daily Weather chart) (Use Vocab-weather, climate, hot, warm, cold, dry, wet, African Savanna, Arctic, Rainforest, season, month, year, Autumn, Winter, Spring, Summer, rain, 	<ul style="list-style-type: none"> • That a map is a view from above and how to find the countries of the UK on a map. • To identify the UK on a globe of the world and in an atlas. • Identify the seas and oceans surrounding the UK. • View Barrow using Google Earth to recognise landmarks and some basic human and physical features, eg school, church, roads, River Trent. <p>India (Contrasting non-European country) (Cycle 1) Place knowledge; Locational knowledge; Human and physical geography;</p>	<ul style="list-style-type: none"> • That the movement of tectonic plates in different ways can cause earthquakes. <p>Explain</p> <ul style="list-style-type: none"> • How the Ring of Fire affects places on the circum-Pacific seismic belt including North and South America (San Andreas Fault) • To locate countries and cities on the Ring of Fire including North and South America. • To identify some human and physical characteristics of San Diego, California and compare with Derby. <p>Spain (European comparison) (Cycle 1) Locational Knowledge; Place Knowledge;</p>	<ul style="list-style-type: none"> • That Greece has many islands and is part of Europe. <p>Explain</p> <ul style="list-style-type: none"> • How Greece is different to the UK in terms of climate, land use, industry and natural resources. • To locate geographical features such as rivers, mountains, lakes, roads, reservoirs using atlas' and six-figure grid references. • To describe the proximity and location of towns and cities using the eight points of a compass and six-figure grid references. • To identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres , the Tropics of Cancer and Capricorn , Arctic and Antarctic Circle and
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	<p>wind, sun, snow, frost, fog, cloud,)</p>	<p>Geographical skills and fieldwork</p> <p>Name</p> <ul style="list-style-type: none"> • The world's 7 continents <p>Know</p> <ul style="list-style-type: none"> • That India is part of Asia <p>Explain</p> <ul style="list-style-type: none"> • The different weather patterns in Chembakolli and Derby with regard to proximity to the Equator and North and South Poles. • Use a world globe to identify the equator and North and South Poles. • Use an atlas to locate the world's 5 oceans (Pacific, Atlantic, Indian, Arctic, The Southern Ocean) 	<p>Human and Physical Geography; Geography Skills and Fieldwork</p> <p>Name</p> <ul style="list-style-type: none"> • Some major Spanish cities including Madrid and Barcelona <p>Know</p> <ul style="list-style-type: none"> • How to locate places on a map and atlas using grid references. <p>Explain</p> <ul style="list-style-type: none"> • Some similarities and differences between Spain and The UK including economic activity and trade. • To locate Spain and some surrounding countries on a map of Europe • To research information about Catalonia, including physical and human features and compare with the UK Midlands. • To plot specific features on a map 	<p>the Prime/ Greenwich Meridian.</p> <p>Rivers and the water cycle (Cycle 1) <i>Locational Knowledge; Place Knowledge; Human and Physical Geography; Geography Skills and Fieldwork</i></p> <p>Name</p> <ul style="list-style-type: none"> • 4 different waterways: rivers, lakes, canals, sea and give an example of each (UK, USA, Greece/European country) <p>Know</p> <ul style="list-style-type: none"> • How to locate different bodies of water on a map, describing their course using grid references and physical features. <p>Explain</p> <ul style="list-style-type: none"> • The different stages of the water cycle: evaporation, condensation, precipitation, collection. • To examine aerial views of the River
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		<p>Our Homes – Local area (Barrow) (Cycle 2)</p> <p>Name</p> <ul style="list-style-type: none"> The city and county that Barrow is a part of <p>Know</p> <ul style="list-style-type: none"> The physical and human features of a village and town How to identify features using a map (including digital maps) <p>Explain</p> <ul style="list-style-type: none"> Geographical and physical differences between town and a village Some of the features of Barrow <p>Continents and Oceans (Cycle 2)</p> <p>Name</p> <ul style="list-style-type: none"> Some of the world's 7 	<p>of Spain using grid references.</p> <p>Mountains (Human and Physical) (Cycle 2)</p> <p>Name</p> <ul style="list-style-type: none"> The mountain range that contains Mt Everest. A famous volcano <p>Know</p> <ul style="list-style-type: none"> that Mt Everest is the world's tallest mountain. How volcanoes are formed <p>Explain</p> <ul style="list-style-type: none"> How mountains are formed. That the age of a mountain can be explained by its shape <p>Geography Skills and Fieldwork (Cycle 2)</p> <p>Name</p> <ul style="list-style-type: none"> The 4 points and 8 sub-points of a compass <p>Know</p>	<p>Trent in Barrow and produce field sketches detailing physical features.</p> <p>Biomes and Vegetation – South America – Human and Physical (Cycle 2)</p> <p>Name</p> <ul style="list-style-type: none"> Some biomes found in S. America <p>Know</p> <ul style="list-style-type: none"> Where in the world they are. <p>Explain</p> <ul style="list-style-type: none"> The significance of the Amazon rainforest Features of the biomes including animal habitats The impact of global warming on different biomes <p>Climate Change – Arctic, Antarctic and Tropics (Cycle 2)</p> <p>Name</p> <ul style="list-style-type: none"> The main causes of climate change
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		<p>continents and 5 oceans.</p> <p>Know</p> <ul style="list-style-type: none"> • that continents are land and oceans are the sea. • That continents are a collection of countries (except Antarctica) <p>Explain</p> <ul style="list-style-type: none"> • how to locate continents, oceans, countries and capital cities using an atlas. <p>The UK (Cycle 2)</p> <p>Name</p> <ul style="list-style-type: none"> • The 4 countries of the UK. • The capital cities in UK countries <p>Know</p> <ul style="list-style-type: none"> • How to find cities in the UK, including capital cities, using an atlas. 	<ul style="list-style-type: none"> • That 4 figure grid references can be used to accurately locate points on a map. • How to find directions using a digital map <p>Explain</p> <ul style="list-style-type: none"> • That a key contains various information to aid map use • Some of the features shown on a map key <p>France (European comparison) (Cycle 2)</p> <p>Name</p> <ul style="list-style-type: none"> • The main cities of France • The longest river in France • Some of France's neighbouring countries <p>Know</p> <ul style="list-style-type: none"> • That France is a European country • Some of the main industries in France <p>Explain</p>	<ul style="list-style-type: none"> • Some areas threatened by global warming <p>Know</p> <ul style="list-style-type: none"> • How climate change affects both human and physical geography. <p>Explain</p> <ul style="list-style-type: none"> • How humans can influence the rate of climate change • Ways in which humans could reduce the impact of Global Warming <p>Geography Skills and Fieldwork (Cycle 2)</p> <p>Name</p> <ul style="list-style-type: none"> • The 16 sub-sub points of a compass • Some of the features that can be identified using a map key <p>Know</p> <ul style="list-style-type: none"> • That 6 figure grid references can be used to accurately locate points on a map
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