



# Geography

Knowledge, Skills and Vocabulary  
Progression Grid



## Geography Knowledge Progression

Early Years to Key Stage Two

Reception				
	Me, myself and I	Toy Story (Taught through RE)	Winter wonderland	Who are you going to call?
<b>Disciplinary Knowledge</b>	Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.		<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Draw information from a simple map</p>	
<b>Substantive Knowledge</b>	All homes are different and people come from different countries.		<p>They will know that not everywhere looks the same as Evesham and there are similarities and differences, such as it can snow it both but it is heavier in Antarctica, things live in both places but these may be different.</p> <p>They will know that climate change describes a change in the typical weather for a region — such as high and low temperatures and amount of rainfall, over a long period of time.</p> <p>They will know that climate change is having an effect on our planet by the way that humans use the planet, e.g. rubbish in the oceans, use of power and cars and transport.</p>	

Year 1					
	Autumn Term			Spring Term	
	What is the commotion in the ocean?	Woodland friends	Time For Tea	We are the United Kingdom	
<b>Disciplinary Knowledge</b>	<p>to identify specific countries (such as where Boyan Slat's journey began) and the UK on a world map and globe.</p> <p>how to identify seasonal and daily weather patterns in the UK.</p> <p>to articulate their understanding of locations using the vocabulary: globe, map, country, journey, UK, seasons, change, location.</p>	<p>to identify specific countries (such as where Boyan Slat's journey began) and the UK on a world map and globe.</p> <p>how to identify seasonal and daily weather patterns in the UK.</p> <p>to articulate their understanding of locations using the vocabulary: globe, map, country, journey, UK, seasons, change, location.</p>	<p>Identify key features of a location and describe when tea originates from</p> <p>explore the land use using the geographical language of where tea originates from</p> <p>articulate the journey of tea and the impact it has on the lives of the workers.</p>	<p>to name the four nations that make up the UK, as well as their capital cities</p> <p>how to locate and name key features such as Evesham.</p> <p>The four countries and capital cities of the United Kingdom are located and identified, along with a good awareness of their characteristic features.</p> <p>the surrounding seas, around the UK</p> <p>the names and locations of each of the four countries. to identify seasonal and daily weather patterns, in the UK, and the location of hot and cold areas of the country, e.g. Scotland has a cooler temperature, it is often more windy on the East Coast.</p> <p>the four nations are united and articulate their understanding of this.</p> <p>to explain that UK is one country made up of 4 nations, and that these are joined through: one main language, free travel links, landmarks as borders, we share one Government, one currency, NHS,</p>	
<b>Substantive Knowledge</b>	<p>that Boyan Slat is an inspirational figure who has created a positive movement which has impacted the world and the way we live today.</p> <p>that Boyan Slat created a positive movement which has impacted the world and the way we live today.</p> <p>that Boyan Slat started his sustainability journey in Greece.</p> <p>that Boyan Slat has impacted the world by creating a sustainable movement in oceans and within today's society.</p>	<p>that Boyan Slat is an inspirational figure who has created a positive movement which has impacted the world and the way we live today.</p> <p>that Boyan Slat created a positive movement which has impacted the world and the way we live today.</p> <p>that Boyan Slat started his sustainability journey in Greece.</p> <p>that Boyan Slat has impacted the world by creating a sustainable movement in oceans and within today's society</p>	<p>the four nations are united</p> <p>the UK is one country made up of 4 nations, and that these are joined through: one main language, free travel links, landmarks as borders, we share one Government, one currency, and the same health care.</p>	<p>the four nations are united</p> <p>the UK is one country made up of 4 nations- England, Scotland, Wales and Northern Ireland and that these are joined through: one main language, free travel links, landmarks as borders, we share one Government, one currency, and the same healthcare.</p>	

## Year 2



## Geography Knowledge Progression

Early Years to Key Stage Two

	Autumn Term		Spring Term	
	Was Mary Anning always treated fairly and with respect?		London's Burning	Find Your Way
<b>Disciplinary Knowledge</b>	Identify and describe key features of a location including its temperature according to its proximity to the equator.  Ask and answer geographical questions independently.  Observe seasonal and daily weather patterns in detail.  Describe hot and cold areas in relation to the Equator and North/South Poles.  Describe a place using vocabulary including climate, hemisphere and equator.		how to identify and describe key features of London and Brasilia.  make good comparisons, using geographical vocabulary, applied to the contrasting localities of London and Rio.  use geographical vocabulary to describe a place	create a simple map with a key.  use compass directions and locational language.
<b>Substantive Knowledge</b>	know where the equator is on world map and globe  know where the North and South Pole are on a map and globe.  know the Northern Hemisphere is above the equator and the Southern Hemisphere is below the equator.  know the average temperatures of countries increase the closer they are to the equator.		London is a city and is the capital of England and the UK London is in the continent of Europe Rio De Janeiro is a city Rio De Janeiro is in the country of Brazil Rio De Janeiro is in the continent of South America The Amazon River flows through Brazil The River Thames flows through London	that a map represents a locality or area.  that the key on a map can be used to identify different features.

Year 3				
	Autumn Term		Spring Term	
	Why are the Himalayas sacred to Hindus?	Why is the stone age called the stone age?	Extreme Earth	The Roman Empire
<b>Disciplinary Knowledge</b>	Children will learn how to describe the physical or human features of a mountain range  Children will learn how to describe locations using the 8 point of a compass	Children will learn how to describe the similarities and differences in stone age settlements.	Children will learn how to use a map or atlas to locate the ring of fire.  Children will learn how to explain where the ring of fire is in the world.  Children will learn how to understand the relationship between tectonic plates and the concentration of volcanoes and earthquakes round the Pacific ocean.	Children will learn that the Roman empire began in Italy, Europe.  Children will learn that the Roman empire spread across Europe and some of Africa before it came to Britain.
<b>Substantive Knowledge</b>	Where India is located on a map  The Himalayan mountain range covers India, Pakistan, Afghanistan, China, Bhutan and Nepal.  India is a country within the continent of Asia  The Himalayas were formed through collision of tectonic plates.	Stone age settlements used wattle (woven wood) and daub (mud and straw) for the walls and had thatched roofs.  The location of Skara Brae and other ancient settlements	A volcano is formed by weaknesses in the Earth's crust. An earthquake is caused by tectonic plate movement. The different layers of the earth are called the crust, mantle, inner and outer core. Volcanic eruptions are caused by a buildup of pressure in the magma chamber. The Ring of Fire is around the Pacific rim and is where most earthquakes and volcanoes occur in the world.	The Roman empire began in Italy, Europe. The Roman empire spread across Europe and some of Africa before it came to Britain.

Year 4			
	Autumn Term		Spring Term
	Have the supermarkets gone too far?	Earth Heroes	Exciting Egyptians
<b>Disciplinary Knowledge</b>	Children will learn how to use ordnance survey maps/atlasses/globes/digital/computer mapping to locate countries and describe features. Children will learn how to name and locate the countries of Europe and identify their main physical and human characteristics. Children will learn how to use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the UK and the wider world.		To ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps/atlasses/globes/digital/computer mapping to locate countries and describe features. Describe geographical similarities and differences between countries. Describe key aspects of physical and human geography.
<b>Substantive Knowledge</b>	Children will know that food is transported across the world to enable produce to be available out of season e.g strawberries, looking at trade miles. Children will know that the Vale of Evesham was and continues to be an important part of the food trade, using Ordnance survey maps to study the area in the past and in modern times. Children will know that the access to food at all times of the year, irrespective of season and growing origin, is a result of consumer demand and retailers have enabled that demand by allowing that supply. Children will know that countries that grow food for first-world countries may not have the same access to that food within their own food infrastructure, due to unfair distribution and unequal wealth.	Children will know that the Arctic Circle is located in the south and borders Canada, Russia and Greenland. Children will know that the melting of the polar ice is having an impact locally, internationally and globally. Children will know that activists and conservationists have been working on ways in which to help sustain our planet, researching different mitigation techniques to help sustain the way we live.	Children will know that... Egypt is a transcontinental country in north east Africa and western Asia  The longitude and latitude are 30 degrees 06' N and 31 degrees 25' E  The River Nile is longest river in the world and is important for trade  The River Nile unequally splits the country and most of Egypt's population live along the river bank.  It has a hot and dry climate for most of the year, with high humidity in areas along the Mediterranean coast.  Human features include pyramids and irrigation.



## Geography Knowledge Progression

Early Years to Key Stage Two

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Year 5			
	A War to End All Wars?	Floods, Famine, our Future?	Pharaohs, pyramids and power
<b>Disciplinary Knowledge</b>	<p>Children will learn how to locate the world's countries, using maps to focus on Europe (including Russia)</p>	<p>Children will learn how to identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones.</p> <p>Children will learn how to understand some of the reasons for geographical similarities and differences between countries.</p> <p>Children will learn how to describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Children will learn how to collect and analyse statistics in order to draw clear conclusions about locations.</p> <p>Children will learn how to identify and describe how the physical features affect the human activity within a location.</p> <p>Children will learn how to name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p>	<p>Children will learn how to identify and describe how the physical features affect the human activity within a location.</p> <p>Children will learn the name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>Children will learn how to create maps of locations identifying patterns.</p>
<b>Substantive Knowledge</b>	<p>Children will know the location of the countries involved within WW1, <i>identifying them on a map</i></p> <p>Children will know that country borders have changed from 1914 to today.</p>	<p>Children will know that geographical locations and climate zones have an impact on how climate change is felt.</p> <p>Children will know where the desert regions of the world are located.</p> <p>Children will know that some areas of the planet will eventually become inhabitable, and the reasons for this.</p> <p>Children will know that the likelihood of extreme weather is linked to geographical location in the world.</p> <p>Children will know that as an individual they can have an impact on the planet through making positive changes.</p>	<p>Children will know that Ancient Egyptians settled near the River Nile and the reasons for this.</p> <p>Children will know that Egypt is in Africa and its place in the wider world</p>

