



# Geography: Key Knowledge and Skills Progression Overview

## Geography Curriculum Intent:

At Marie Weller Primary School, we have the privilege of shaping young minds and fostering a deep understanding of the world through geography education. Our vision is for students to embrace geography with enthusiasm, recognising its crucial role in their lives. Through captivating and relevant lessons, we create an engaging learning environment that encourages exploration of diverse landscapes, cultures, and the interconnectedness of human and physical geography. With a commitment to excellence, we nurture enthusiastic learners who take pride in their work and succeed in their geographical pursuits. Our collaborative partnerships are vital to our students' success.

We value the contributions of our colleagues, working together as a cohesive team to deliver exceptional education. Furthermore, we aim to actively engage with the wider community, leveraging its resources and participating in activities that connect students to their local environment. Through these partnerships, we hope to develop a sense of pride, knowledge and responsibility, empowering our students to become active global citizens.

Together, we embark on a journey of intellectual, emotional, and social growth, unlocking the wonders of the world through the lens of geography. At Marie Weller Primary School, our vision is to inspire a lifelong love for geography and to cultivate globally aware individuals who appreciate and understand the world we live in.

## Geography Key Concepts

<b>Locational Knowledge</b>	Understanding how to locate places, countries, capital cities and naming the oceans and seas.
<b>Place Knowledge</b> -Diversity -Community -Similarity and difference	Understand geographical similarities and differences through the study of human and physical geography of places studied
<b>Physical Geography</b>	Describe and understand key aspects of physical geography, including weather, climate zones, biomes and vegetation belts.
<b>Human Geography</b> -Sustainability	Describe and understand key aspects of human geography including city, town, village, factory, farm, house, office, port, harbour, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  To understand the human impact on the world around us

## Geography Key Skills

Map/ Atlas Reading	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.
Fieldwork/ Investigation	Use the points of a compass grid references, symbols, and key to build their knowledge of the United Kingdom and the wider world.  Use a range of methods including sketch maps, plans, and graphs, and digital technologies.  To observe, measure, record and present the human and physical features in the local area.

	1	2	3	4	5	6
Year R	Topics – Seasons, All About Me, The UK, The World, Towcester Ongoing – Our Environment, Weather, Maps, Local Area, landmarks, transport, holidays Experiences – local area walk, forest school, show and tells linked to topics, food tasting					
Year 1	My Local Area		Hot and Cold Countries		World Countries	
Year 2		Using Atlases and Maps		Island Homes		Seaside Location
Year 3		Villages, Towns and Cities		Rivers		Journeys, Maps and Compasses
Year 4		India		Hemispheres and Climate Zones		Migration
Year 5	Coasts		Biomes		Sustainability	
Year 6	Mountains, volcanoes and earthquakes (Geologist visit in school)			Globalisation		Local Study- Mapping Brackley

Knowledge Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Locational Knowledge</b></p>	<p><b>ELG: People, Cultures and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- when appropriate- maps.</b></p> <p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. <b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p>	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>name and locate the world's seven continents and five oceans</p>		<p>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.</p> <p>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.</p> <p>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>			

<p>Draw information from a simple map (<b>ongoing</b>)</p> <p>Understand that some places are special to members of their community (<b>ongoing</b>)</p> <p>Recognise some similarities and differences between life in this country and life in other countries. (<b>The UK, The World</b>)</p> <p>Explore the natural world around them. (<b>ongoing, Forest School</b>)</p> <p>Recognise some environments that are different from the one in which they live. (<b>The UK, The World</b>)</p> <p>Describe what they see, hear and feel whilst outside. (<b>ongoing, Brackley</b>)</p> <p>Understand the effect of changing seasons on the natural world around them. (<b>ongoing, Seasons</b>)</p>	<p><b>1.1.1 Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</b></p> <p><b>1.1.2 Know the names of the five oceans.</b></p> <p><b>1.1.3 Identify different countries in the world.</b></p> <p><b>1.1.4 Know the continents and oceans that countries in the world are nearest to.</b></p>	<p><b>1.2.1. Know the names of and locate the seven continents of the world</b></p> <p><b>1.2.2. Know the names of and locate the five oceans of the world.</b></p> <p><b>1.2.3. Able to identify the United Kingdom on a world map and name the 4 countries that make up the UK as well as the 4 seas/oceans that surround the UK.</b></p> <p><b>1.2.4. Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.</b></p> <p><b>1.2.5. Identify the flags associated with the 4 countries that make up the UK.</b></p>	<p><b>1.3.1. Know the names of and locate at least eight European countries (including Russia)</b></p> <p><b>1.3.2. Use maps to locate European countries and capitals</b></p> <p><b>1.3.3. Know the names of and locate at least eight counties and at least six cities of the United Kingdom.</b></p> <p><b>1.3.4. Know, name and locate the main rivers in the UK</b></p>	<p><b>1.4.1. Know the names of and locate at least eight major capital cities across the world (India) (Hemispheres and climate zones)</b></p> <p><b>1.4.2. Know the names of four countries from the southern and four from the northern hemisphere</b></p> <p><b>1.4.3. Identify the position of the Arctic and Antarctic circle</b></p> <p><b>1.4.4. Identify and name the Equator, Northern Hemisphere and Southern Hemisphere.</b></p> <p><b>1.4.5 Identify the position and significance of the Greenwich meridian.</b></p>	<p><b>1.5.1. 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.</b></p> <ul style="list-style-type: none"> <li>- Rainforests</li> <li>- Taiga forests</li> <li>- Tundra</li> <li>- Savannah</li> <li>- desert</li> </ul> <p><b>1.5.2. Identify the position and significance the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</b></p> <p><b>1.5.3. To explain how water and weather can change the landscape.</b></p> <p><b>1.5.4. To identify coastal features of the UK and explain how they have changed over time.</b></p>	<p><b>1.6.1. Locate the world's countries and their key features, and major cities - using maps to focus on Europe (including the location of Russia) (links to 20<sup>th</sup> Century Conflict)</b></p> <p><b>1.6.2. Name and locate counties and cities of the UK</b></p> <p><b>1.6.3. Know where the main mountain regions are in the UK</b></p> <p><b>1.6.4. Identify geographical regions, topographical features and land-use patterns – understanding how aspects may have changed over time</b></p> <p><b>1.6.5. Identify the position and significance of latitude and longitude</b></p> <p><b>1.6.6. Know about time zones and work out differences (including day and night)</b></p> <p><b>1.6.7. How international borders in Europe have changed over time.</b></p>
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	<p><b>ELG: People, Cultures and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- when appropriate- maps.</b></p>	<p>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>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>			
<p><b>Place Knowledge</b></p>	<p>Recognise some environments that are different from the one in which they live. (The UK, The World)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (The UK, The World)</p>	<p>2.1.1. Know features of hot and cold places in the world.</p> <p>2.1.2 Know the human features of a continent and country in the world.</p> <p>2.1.3 Know the physical features of a continent and country in the world.</p>	<p>2.2.1. Know the main differences between a place in England (London) and that of a small place in a non-European country (Maui, Hawaii)</p>	<p>2.3.1. Compare rivers in the UK to rivers in others countries.</p> <p>2.3.2. Compare features and cultural significance of rivers across the world.</p>	<p>2.4.1. Compare the weather in India to that in the UK</p> <p>2.4.2. Discuss and compare populations and standard of living in India to the UK.</p>	<p>2.5.1. Know what is meant by biomes and what are the features of a specific biome and locate countries and cities within them.</p> <p>2.5.2. Make comparisons between British coastlines and coastlines from other areas of the world.</p> <p>2.5.3. Compare the Taiga and rainforest biomes and look for similarities and differences and how the inhabitants have adapted to survive.</p> <p>2.5.4. To know the names of several coastal towns in the UK and discuss how</p>	<p>2.6.1. Know the names of and locate some of the world's deserts</p>

						<p>they have changed over time.</p> <p>2.5.5. Describe how human activity changes the landscape.</p>	
<p><b>Physical Geography</b></p>	<p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</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. Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour, and shop.</p>		<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of 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>			
	<p>Explore the natural world around them.  (ongoing, Forest School)</p> <p>Describe what they see, hear and feel whilst outside. (ongoing)</p>	<p>3.1.1. <b>Coldest season in the UK (link with Science)</b></p> <p>3.1.2. <b>Know and recognise main weather symbols.</b></p> <p>3.1.3. <b>Know the main differences between city, town and village.</b></p>	<p>3.2.1. Identify seasonal and daily weather patterns (link Science)</p> <p>3.2.2. Identify the following physical features: mountain, lake, island, valley, river, cliff, forest, hill, sea, coast, beach, soil, vegetation, season and weather</p>	<p>3.3.1. <b>Know and label the main features of a river.</b></p> <p>3.3.2. <b>Know the name of and locate a number of the world's longest rivers.</b></p>	<p>3.4.1. <b>Know the climate zones and how they are different</b></p> <p>3.4.2. <b>Understand the different hemispheres and how daylight varies depending on location on the Earth</b></p> <p>3.4.3. <b>Understand the physical features of</b></p>	<p>3.5.1. <b>Know what is meant by biomes and what are the features of a specific biomes and how their geographical location determines the natural geography and ecology.</b></p>	<p>3.6.1. <b>Know what causes an earthquake.</b></p> <p>3.6.2. <b>Label the different parts of a volcano.</b></p> <p>3.6.3. <b>Describe and understand key aspects of physical geography, including climate zones, mountains, volcanoes</b></p>

		3.1.4. Using basic geographical vocabulary.	3.2.3. Explain some of the advantages and disadvantages of living in a city or village.	3.3.3. Climate zones, biomes and vegetation belts.	the country studied, e.g. Himalayas bordering India	3.5.2. To understand how coasts are formed and how they change.	and earthquakes, and the water cycle.  3.6.4. Know the names of a number of the world's highest mountains.
<b>Human Geography</b>	Explore the natural world around them. (ongoing, Forest School)  Describe what they see, hear and feel whilst outside. (ongoing)		4.2.1. Explain some the advantages and disadvantages of living in a city or village.  4.2.2. To understand the features of: city, town, village, factory, farm, house, office, port, harbour and shop.	4.3.1. Human features of villages, towns and cities. Settlement patterns and land use.  4.3.2 To know why humans choose to live near rivers.  4.3.3 To understand the effects of flooding on humans.	4.4.1. Discuss and compare populations and standard of living in India to the UK.  4.4.2 Gain an understanding of what human migration is and its impact on humanity.  4.4.3 Understand different types of human migration: <ul style="list-style-type: none"> <li>• forced</li> <li>• voluntary</li> <li>• permanent</li> <li>• temporary</li> <li>• international</li> <li>• economic</li> <li>• refugee</li> </ul> 4.4.4 Understand the economic impact of human migration.  4.4.5 Discuss globalisation and its	4.5.1. To understand the impact of settlers in native civilisations. - Innuits - Amazonian tribes  4.5.2. To know how modern developments have had an impact on indigenous peoples and the health and sustainability of different biomes. (Biomes)  4.5.3. To know how cities around the world are changing to become more sustainable and compare it to cities within the UK and suggest improvements.  - Freiburg - Curitiba	4.6.1. Describe and understand economic activity particularly with tourism.



					positives and negatives.  4.4.6 Understand how climate change impacts on human migration, land settlements and land use.		
Skills and Fieldwork	<p><b>ELG: People, Cultures and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- when appropriate- maps.</b></p>	<p><i>Use world maps, atlases and globes. Use simple compass directions (N,S,E,W) and directional language (near, far, left, right) Use aerial photos to recognise landmarks and basic physical and human features; devise a simple map; and use and construct basic symbols in a key Undertake simple fieldwork within school locality - using first hand observation to enhance local awareness of the surrounding environment.</i></p>		<p><i>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.</i></p>			
	Draw information from a simple map. (ongoing)	<p>5.1.1. Know where the equator, North Pole and South Pole are on a globe.</p> <p>5.1.2. Know which is N, E, S and W, on a compass.</p> <p>5.1.3. Know their address, including postcode.</p>	<p>5.2.1. Right, near, far, to describe the location of features and routes on a map.</p> <p>5.2.2. Identify North, South, East and West on a compass.</p> <p>5.2.3. Use directional language to explain a route.</p>	<p>6.3.1. Use maps, atlases, globes, digital/computer mapping to locate European countries and capitals.</p> <p>6.3.2. Know and name the eight points of a compass.</p>	<p>5.4.1. Use maps, atlases and globes to locate the Equator, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian.</p> <p>5.4.2. Use OS maps, symbols and keys to build knowledge of the</p>	<p>5.5.1. Know how to use graphs to record features such as temperature or rainfall.</p> <p>5.5.2. To use atlases to locate countries and cities within biomes.</p> <p>5.5.3. To use charts and tables to interpret data based on sustainability.</p>	<p>5.6.1. Use Google Earth/Digital mapping to locate a country or place of interest or to follow the journey of rivers etc.</p> <p>5.6.2. Know what most of the Ordnance Survey symbols stand for.</p> <p>5.6.3. Know how to use six-figure grid references. Observe,</p>

		<p>5.2.4. Able to use aerial views to identify continents and oceans in the world</p> <p>5.2.5. Devise a simple map; and use and construct basic symbols in a key. (Maps and Atlases, Seaside Town, Island Homes)</p>		<p>United Kingdom and the wider world</p> <p>5.4.3. Use longitude and latitude coordinates to locate areas of the world on a given resource.</p>	<p>-Population</p> <p>-Fossil fuel usage</p>	<p><i>measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p>
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