Geography

Building on – Leading to Progression

CURRICULUM	CHARACTER	COMMUNITY

Substantive Knowledge Progression – *Refer to knowledge organisers for detailed substantive knowledge*

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Location	Name and locate different parts of the local community and countries relevant to pupils.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and gloves to identify countries, continents and oceans studied. Name and locate the world's continents and oceans. Name and locate the equator, northern hemisphere, southern hemisphere.		Name and locate counties and cities of the United Kingdom. Name and locate the countries of Europe and identify their main physical and human characteristics. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries.		Name and locate some of the countries and cities of the world Name and locate the countries of North and South America Analyse and give views on the effectiveness of different geographical representations of a location.	
	➢ Coventry ➢ Africa ➢ Polar regions	➢ Coventry ➢ Australia	➢ United Kingdom countries and capital cities ➢ London ➢ India ➢ Oceans & Continents	➢ Coventry (Other UK cities) ➢ Rome ➢ Greece ➢ Oceans & Continents	➢ Europe ➢ Anglo-Saxons movement (locations)	➢ Germany and surrounding countries linked to WW2 ➢ Egypt ➢ London (Plague)	➢ Indonesia (tsunami) ➢ South America ➢ Pompeii
 Place		To 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.		To 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.		To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. Understand some of the reasons for geographical similarities and differences between countries. Describe geographical diversity across part of the world.	
		➢ Comparing Coventry and Australia	➢ Comparing Coventry and India		➢ Comparing UK and Europe		➢ Comparing UK and South America

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 Physical features	To identify simple physical features through observations and drawings.	Use simple fieldwork and observational skills to identify key physical features in the surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features.		Use maps, atlases, globes and digital/computer mapping to describe physical features. Use fieldwork to observe and record the physical features in the local area. To identify the key physical features of other locations (Europe).		Identify physical features in countries and cities of the world and understand how some of these aspects have changed over time. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the physical features of a location. Use different types of field work sampling (random and systematic) to observe measure and record the physical features in an area.	
	➢ Coventry features ➢ Africa features ➢ Polar features	➢ ➢ Coventry/Woodland Features ➢ Australia Features	➢ UK – England/Wales/ Ireland/Scotland features. ➢ Indian features. ➢ London Features	➢ Coventry features ➢ Greece features ➢ Rome features	➢ European features ➢ European climate differences/ weather patterns ➢ Rivers/ Mountains ➢ Anglo Saxon Settlements	➢ Egypt features	➢ South America features ➢ Indonesia features ➢ Pompeii features ➢ Volcanoes ➢ Tectonic Plates
 Human features	To identify simple human features through observations and drawings.	Use simple fieldwork and observational skills to identify key human features in the surrounding environment. Use simple resources to identify key human features of a location.		Use maps, atlases, globes and digital/computer mapping to describe human features. Use fieldwork to observe and record the human features in the local area. To identify the key human features of other locations (Europe).		Identify human features in countries and cities of the world and understand how some of these aspects have changed over time. Identify and describe how the human features affect the physical features within a location. Use a range of geographical resources to give detailed descriptions and opinions of the human features of a location. Use different types of field work sampling (random and systematic) to observe measure and record the human features in an area.	
	➢ Coventry features ➢ Africa features ➢ Polar features	➢ Coventry/Woodland Features ➢ Australia features	➢ UK features. ➢ London Landmarks ➢ Indian features.	➢ Coventry features ➢ Greece features ➢ Rome features	➢ European features ➢ Anglo-Saxon Settlements	➢ Egypt features	➢ South America ➢ Indonesia features ➢ Pompeii features

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	Recognise that there are different seasons.		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		Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.		Describe how locations around the world are changing and explain some of the reasons for change. Describe how countries and geographical regions are interconnected and interdependent. 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 (including day and night).	
	➢ Explore seasons and weather changes.		➢ Identify changes in weather/seasons in UK. ➢ Weather in Australia	➢ London changes ➢ India - Floods/drought	➢ Coventry changes ➢ Roman invasion changes	➢ Water cycle ➢ Rivers	➢ Ocean currents ➢ Features of biomes/ tropics/Equator ➢ Latitude & Longitude	➢ Volcanoes, Earthquakes & Tsunamis (Natural disasters) ➢ Tectonic plates, ring of fire – volcanoes/ earthquakes
	Explore the world around them and recognise simple land use.		Identify land use around the school. Begin to recognise how humans can impact the environment.		Describe how the locality of the school and other areas have changed over time as a result of human processes.		Describe how locations around the world are changing and explain some of the reasons for change. Describe how countries and geographical regions are interconnected and interdependent.	
	➢ Land use of local area		➢ Damage to Great Barrier Reef	➢ London changes ➢ Changes to India over time (linked to floods/droughts)	➢ Coventry changes ➢ Roman invasion changes	➢ Rivers	➢ WW2 changes ➢ Urbanisation ➢	➢ Human actions linked to natural disasters
	➢ Basic map work		➢ Map work – use simple symbols ➢ Use locational language	➢ Map work – symbols and simple grid references ➢ Use compass (N,S,E,W) directions and locational language	➢ Map work – symbols and 4 figure grid references ➢ Begin to use the eight points of a compass.	➢ Map work – symbols and 4 figure grid references. ➢ Securely use the eight points of a compass.	➢ Map work – OS symbols, 4 figure grid references and keys. ➢	➢ Map work – In-depth OS symbols, 4 figure grid references and keys.

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Disciplinary Knowledge Progression ' Knowing how we know'							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
G1. Geographical Enquiry *To ask geographical questions.*	To ask simple questions about their local area.	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).		Ask and answer geographical questions about the physical and human characteristics of a location.		Collect and analyse statistics and other information in order to draw clear conclusions about locations.	
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
G2. Data Collection *To use a variety of methods to collect geographical data, including mapwork and fieldwork.*	Be able to talk about their locality (what happens, where, how, why?) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Use simple fieldwork and observational skills. To use aerial images and plan perspectives. To use world maps, atlases and globes.		Use fieldwork to observe and record finding including sketch maps, plans and graphs and digital technologies. To use maps, atlases, globes and digital/computer mapping.		Use different types of fieldwork sampling (random and systematic) to observe, measure and record data. To use maps, atlases, globes and digital/computer Mapping (including aerial images and topological maps) and give views on effectiveness.	
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
G3. Interpretation *To organise and interpret data collected in order to make sense of it.*		Understand symbols and simple grid references on maps Recognise compass (N, S, E, W) directions and locational language With support, apply understanding of statistical representations to interpret charts and tables.		Understand symbols and 4 figure grid references. Confidently understand and use the eight points of a compass. Independently apply understanding of statistical representations to interpret charts and tables.		Understand OS symbols, 4 figure grid references and keys. Apply learning of understanding representations to interpret a range of data and to independently organise this data in various ways.	
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
G4. Analysing *To analyse data/information by considering patterns, scales and interconnections.*	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-	**Patterns** To recognise simple patterns (similarities and differences) related to the weather and key features. **Scales**		**Patterns** To recognise simple patterns (similarities and differences) related to the geographical areas, key characteristics and land use across countries. **Scales** To have a secure understanding of the difference between the scale of towns, cities, countries,		**Patterns** Describe geographical diversity across the world. **Scales** To have a secure understanding of the difference between the scale of towns, cities, countries, continents, and wider and confidently use the term	

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	fiction texts and where appropriate – maps.	To begin to understand the difference between the scale of towns, cities, countries and continents. **Interconnections** To begin to consider reasons as to why people choose to live where they do. To begin to consider reasons as to why some human and physical features are in certain places.		continents, and the terms regional, national and global. To begin to make references to these within their work. **Interconnections** Identify land use and explore reasons for different types of use.		regional, national and global in discussion and in work. **Interconnections** Describe how countries and geographical regions are interconnected and interdependent.	
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
G5. Evaluation *To evaluate and debate findings, consider implications and impact of geographical processes, and draw conclusions to geographical questions.*	Express own views about about their observations with some support.	Express their own views about the people, places and environments studied.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.		Express their own views about the people, places and environments studied, giving justified reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
G6. Communicate Geographically *To use geographical vocabulary and to communicate using a range of appropriate geographical methods, including through constructing maps, charts and graphs, and writing at length.*	Use simple geographical vocabulary to talk about their local area.	Use basic geographical vocabulary to refer to: - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - key human features, including: city, town, village, factory, farm, house, office and shop. To use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. To devise simple maps; and use and construct basic symbols in a key. To use simple grid references (A1, B1).		Describe key aspects of: - physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. - human geography, including: settlements and land use. To use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. To crate maps using simples and keys.		Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. - human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. To use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. To create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	

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Field Work Outline

Fieldwork *is learning directly in the real world outside the classroom.* Plan, Observe, Measure, Record/analyse and Present

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fieldwork opportunities and technology **Unit 1**	**Throughout Understanding Our World Continuous Provision** Children will explore the school environment. Children will experience different weather conditions and their impact on the environment. Children will examine and discuss natural objects. Children will explore the local area through walks and visits to sites. Using small world role play area to	**Autumn 1: What Makes Us All Unique** Children will explore the school grounds. They will observe it's physical and human features and investigate how people use and enjoy it. Collecting and sorting natural objects (leaves, twigs, stones). Taking digital photos of human and physical features. Choose features under categories (colour, texture, size etc.)	**Autumn 2: A Kingdom United? One Kingdom or More.** Visit local facilities (shops, library, health centre). Talk about what happens there and investigate why people go there. Walk around school pavement on loop. To draw a free-hand map. Create a questionnaire to find out reasons for using each facility.	**Autumn 1: Coventry: What is our culture?** When learning about land use, investigate local buildings, land use, and local facilities and explore issues of environmental quality and value (e.g. by investigating which spaces or places are valued by the local community) Take digital photos and annotate these with labels and captions. Consider bird's eye and bug's eye. Choose images under categories 'see', 'think' and 'wonder'. Make digital recordings for a specific purpose (i.e traffic noise). Create soundscape.	**Autumn 2: Children: Should they be seen and not heard?** To investigate how buildings, land use and facilities have changed. Investigate local development plans. Look at where developments are proposed. Design and use a tool to record their feelings about the advantages and disadvantages of a proposed development.	**Autumn 2: Is it right to fight?** Link to trip. Take fieldtrips to unfamiliar environments to investigate the physical and human geography of those areas. Take digital photos. Draw freehand map of a site they have visited. Make models, annotated drawings and freehand sketches to record observations.	**Autumn 2: Earth: Fractured or Flourishing?** To use the school and its grounds as a site for studying aspects of human and physical geography. Investigate questions such as 'How can our school reduce plastic waste?' or 'How can we make our school grounds more bee friendly?' Make large-scale plans to the school site, identifying relevant features and improvements, including cost and considering the environment.

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Fieldwork opportunities and technology **Unit 2**	represent a visited place. Making drawings (i.e. of their favourite place) Taking digital photos (i.e. of a collection of natural objects, buildings in the locality) Drawing a map (i.e. the outdoor area) Counting Expressing their feelings about places they visit and saying which features they like and dislike.	**Autumn 2: Wondrous Woods** Children will investigate the human and physical features of the school and the school grounds (different things they can see). Children will add details to a teacher-prepared map. Children take part in Get About activity. Call an example and children stand in a place that matches. Children will consider how these areas are used; routes around the school site, people's jobs, places that have been and could be improved. Children will use small world role play. Make digital audio recordings to record information about someone's job – interview caretaker.	**Spring 1: Fire, Fear or Fury?** To investigate environmental issues (lack of play facilities, where little collects, road safety issues) in the school grounds or local area. Questions – hold a question prompt us to stimulate discussion. Draw a free hand map of the school grounds. Collect quantitative data (use a pictogram to show how many cars, piece of rubbish etc. in certain areas of school).	**Spring 1 and 2: Ancient Greece: What made the Greeks great?** To use the school and its grounds for studying aspects of human and physical geography. Investigate questions such as 'Where does the water go when it rains?' Make a model, annotation and field sketch to record observations. Draw free-hand maps of routes. Talking Trees – use speech bubbles to record as many facts, observations and thoughts about a tree as possible. Create a Haiku poem.	**Spring 1 and 2: Raiders or traders?** Investigate local journeys and routes, including road safety, public transport provision and sustainable travel choices. Use simple sampling techniques appropriately (e.g. time sampling when linking to a traffic survey). Collect, analyse and use quantitative data in charts and graphs. Create line graph to show how many cars pass the school at different times of day.	**Spring 1: Is prevention better than cure?** To use the school and its grounds for studying aspects of human and physical geography. Introduce compass points. Use a compass and share directions with children. Use a simplified Likert Scale to record their judgements of environment quality. To use survey. Complete 8-way thinking. Make digital audio recordings and create a soundscape.	**Spring 1 and 2: Does the time fit the crime?** When learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods are produced and traded, as well consumption, waste and recycling. Design and use a questionnaire to collect qualitative data (to find out and compare pupil's views on plastic waste).

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		Spring 1 and 2: Superheroes: Do they live amongst us? Children will observe and record seasonal changes in the school grounds. Make annotated drawings to show variations. Redesign school field for different seasons.					

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Fieldwork opportunities and technology **Unit 3**		**Summer 2: What's in the Outback?** Children will investigate different weather conditions. They will make and use a simple measurement device that will measure rain and wind speed.	**Summer 2: India: Where in the world?** Take a bus journey by coach to investigate a different area that contrasts with the local area. Teacher to use a simple recording technique to express their feelings about a specific place and explain why they like/dislike some of the features. To use survey.	**Summer 1 and 2: Was Rome built in a day?** Take fieldtrips to more distant places to investigate their physical and human geography. Develop a simple method of recording their feelings about a place or site. Take superhero photos of a place they would like to protect. To use survey. Design and conduct interviews (to investigate which spaces/places local people value). When learning about the water cycle, weather and climate, investigate and record different weather phenomena through observation and using standard measurement gauzes. Collect, analyse and present quantitative data in charts and graphs. Create bar chart.	**Summer 1 and 2: Europe: A diverse continent?** When learning about economic activities, to investigate local shops (e.g. how far people travel to them and why) Design and use a questionnaire to compare how far people travel to different types of shop. Ask teachers through email.	**Summer 1: What is out of this world?** When learning about biomes and vegetation belts, visit school woodland to study the trees, plants and ecosystem. Take digital photos and record these with labels and captions. Use standard field sampling techniques appropriately.	**Summer 2: Mayans: Civilised Mayans?** Link to trip. When learning about economic activities, investigate the range and location of primary, secondary and tertiary businesses in the area. Recording selected geographical data on a map or large-scale plan, using colour, symbols and a key. When learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods are produced and traded, as well consumption, waste and recycling. Design and conduct fieldwork interviews to establish a range of views employees hold.
Fieldwork knowledge	Use observational field work skills and digital technology	Use observational field work skills and digital technology to study the geography of school grounds and key human and physical features of	Use comparisons to show understanding of geographical similarities and differences. Use fieldwork to observe the human and physical	Use comparisons to show understanding of geographical similarities and differences. Use fieldwork to observe the human and physical	Use comparisons to show understanding of geographical similarities and differences. Use fieldwork to observe the human and physical	Use comparisons to show understanding of geographical similarities and differences. Use fieldwork to observe the human and physical	Use comparisons to show understanding of geographical similarities and differences.

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		its surrounding environment.	geography in the environment.	geography in the environment. Use fieldwork to measure the human and physical geography in the environment. Use fieldwork to record the human and physical geography in the environment. Use fieldwork to present the human and physical geography in the environment.	geography in the environment. Use fieldwork to measure the human and physical geography in the environment. Use fieldwork to record the human and physical geography in the environment. Use fieldwork to present the human and physical geography in the environment.	geography in the environment. Use fieldwork to measure the human and physical geography in the environment. Use fieldwork to record the human and physical geography in the environment. Use fieldwork to present the human and physical geography in the environment.	Use fieldwork to observe the human and physical geography in the environment. Use fieldwork to measure the human and physical geography in the environment. Use fieldwork to record the human and physical geography in the environment. Use fieldwork to present the human and physical geography in the environment.