



Geography Skills and Knowledge Progression

Substantive knowledge
Disciplinary knowledge

Early Years Foundation Stage			
People, cultures and communities			Children at the expected level of development will:
Stage One	Stage Two	Stage Three	
<p>Talk about the location of familiar places.</p>  <p>Can talk about prominent geographical features in their local area e.g. the hill behind the school, the stream at the bottom of the hill.</p>   <p>Gives details about where they live e.g. town, street name.</p>  <p>Can talk about some places of local interest e.g. library, All Saints Church, shops.</p> 	<p>Use some geographical vocabulary to describe their local environment.</p>  <p>Points out landmarks while on a walk in their local area.</p>  <p>Can interpret a simple map of the classroom.</p>  <p>Can interpret and draw a simple map of the classroom/school, indicating different interest areas.</p> 	<p>Can interpret an aerial view of their school setting, commenting on what they can see, including building and roads.</p>   <p>Points out landmarks while on a walk in their local area.</p>  <p>Can see where their country is in the world in relation to others.</p>   <p>Uses some specific geographical vocabulary to describe different locations.</p>  <p>Is able to see where their country is in the world in relation to others.</p>  <p>Knows there are different countries in the world and can talk about them through experience or from what they have seen in books or films.</p> 	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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</p> <p>Understand some important processes and changes in the</p>

		<p>Can talk about some similarities and differences in countries around the world.</p> 	<p>natural world around them, including the seasons and changing states of matter.</p> <p><b>Key Vocabulary:</b> globe, map, hill, church, road, shops, Town, railway, River Medway, beach/coast, capital city, London, sea, mountain, forest, desert, Snodland, England, Kent</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry Questions	<p><u>Fieldwork</u> – Exploring the school grounds - How can the school grounds be improved?</p> <p><u>Continent Case Study: Africa</u>- How is life in Kenya different to life in the UK?</p>	<p><u>Fieldwork</u> – Local area case study- How can the high street in Snodland be improved?</p> <p><u>Continent case study: South America</u>-What is life like in Brazil compared to where I live?</p>	<p><u>Fieldwork</u> – Local area case study- Why was the River Medway important to the development of Snodland as a town?</p> <p><u>Continent case study: Australia</u>- How is the Gold Coast geographically similar or different to Minster Leas?</p>	<p><u>Fieldwork</u> – <u>City comparison</u>- What challenges do people face living in Canterbury?</p> <p><u>European Case Study</u>- How is Athens Geographically similar or different to London?</p> <p><u>Continent case study: North America</u>- What challenges do people face living in Los Angeles?</p>	<p><u>Fieldwork</u> – <u>Map skills</u>- What evidence is there to suggest that the local area is part of a temperate deciduous forest?</p> <p><u>World Trade Case Study</u>- How do biomes influence trade?</p> <p><u>Continent case study: Antarctica</u>- What challenges do the Polar Regions face?</p>	<p><u>Fieldwork</u> – <u>Changes over time</u>- How has land use in Snodland changed and why has this happened?</p> <p><u>Continent case study: Asia</u>- What challenges do people in Hong Kong face?</p>
Location	<p><u>UK Place Knowledge</u> Name the four countries in the United Kingdom and locate them on a map, in an atlas and on a globe.</p> <p>Name and locate the four main seas (Atlantic Ocean, English Channel, North and Irish Sea) that surround the United Kingdom.</p> <p>Know the differences between city, town and village.</p> <p>Know where they live (Snodland is in Kent which is in England) and can tell someone their address.</p> <p><u>Continent case study: Africa</u> Locate Kenya (and Nairobi) on a world map and on a map of Africa.</p>	<p><u>UK Place Knowledge</u> Identify where Snodland is on a map of England/Kent.</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the UK.</p> <p><u>Continent case study: South America</u> Name and locate the world's seven continents and five oceans</p> <p>Locate Brazil and the Amazon Rainforest on a world map and on a map of South America.</p>	<p><u>UK Place Knowledge</u> Name and locate at least six cities (Manchester, Birmingham, York, Southampton, Canterbury, Bath) in the UK on a map.</p> <p>Name and locate some of the main islands (Isle of Wight, Channel Islands, Isle of Man, Scilly Islands) that surround the UK.</p> <p>Locate the River Medway on a variety of maps.</p> <p>Know the difference between the British Isles, Great Britain and the UK.</p> <p><u>Continent case study: Australia</u> Identify the southern and northern hemisphere on a map and globe.</p> <p>Locate Australia and its capital city on a world map.</p>	<p><u>Europe Place Knowledge</u> Name and locate a number of countries in the northern hemisphere (France, Spain, Germany, Greece, Italy, China, USA, Russia).</p> <p>Name the capital cities of at least six European countries (France, Germany, Italy, Spain, Ireland, Greece).</p> <p><u>Continent case study: North America</u> Use a world map to locate Tropics of Cancer and Capricorn.</p> <p>Name and locate some states on the west coast of America (Washington, Oregon, California).</p>	<p><u>World Trade case study</u> Identify biomes on a world map and globe and the key countries that are within those biomes.</p> <p>Use a world map to identify the distribution of natural resources across the world focusing on energy, food, water and minerals.</p> <p><u>Continent case study: Antarctica</u> Identify the position and of latitude, longitude, Equator, Northern Southern Hemisphere, the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle and their significance to each other.</p>	<p><u>Continent case study: Asia</u> Locate Hong Kong on a map of Asia.</p> <p>Use maps of London and Hong Kong to compare land use across both cities</p> <p>Explain how Greenwich mean time works and know how to calculate time differences around the world, including in Hong Kong</p> <p>Children at the expected level of development will:</p> <p>Develop a secure sense of place within locality and be able to extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, North and South America. Children will be able to then apply this knowledge to enhance their locational and place knowledge.</p>

Location

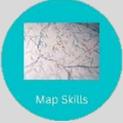


<p><b>Physical and human features</b></p>  	<p><u>Fieldwork – Exploring the school grounds</u> Identify within the school grounds and the immediate surrounding area, through fieldwork and the use of aerial photographs, where they live, the school, the car park, Forest School and different types of buildings around the school site.</p> <p><u>Continent case study: Africa</u> Identify similarities and differences between different locations through the context of a child living in Kenya.</p> 	<p><u>Fieldwork – Local area case study</u> Identify the human and physical features of Snodland including: types of building within the local area, The River Medway, The Highstreet, the churches, offices, schools and open spaces.</p> <p><u>Continent case study: South America</u> Use geographical vocabulary to describe and compare the UK and Brazil with reference to the Amazon Rainforest including: types of buildings, rivers, topography, climate and daily life.</p>  	<p><u>Fieldwork – River Study of the River Medway</u> Understand the importance of rivers and ports and the role they play in distributing goods around the world and why most cities are located near a river.</p> <p><u>Continent case study: Australia</u> Understand the geographical similarities and differences through the study of human and physical geography of The Gold Coast in Australia and compare to a coastal region within the UK (Minster Leas).</p> <p>Focus on tourism, rivers, vegetation and land use and review the impact of Climate Change on both of these areas.</p> 	<p><u>Europe Place Knowledge</u> Understand the geographical similarities and differences through the study of human and physical geography of Athens in Europe compared with London. Considering population, topography, trade and tourism.</p> <p><u>Continent case study: North America</u> Understand the geographical similarities and differences through the study of human and physical geography of California (Los Angeles) in North America compared with UK (Canterbury) focusing on tectonics, climate, population and tourism.</p> <p>Focus on the impact of tourism, natural disasters within California and the responses to this.</p> 	<p><u>Continent case study: Antarctica</u> Understand the geographical similarities and differences through the study of human and physical geography of The Polar Regions.</p> <p>Focus on the challenges that these features pose to people and animals living in these regions, focusing on conflicts of interest regarding land use, trade, vegetation belts, impact of tourism and Climate Change (considering governments responses to this at a local, national and global level).</p>  	<p><u>Continent case study: Asia</u> Identify key physical and human features of Hong Kong, focusing on the environmental and human challenges that this city faces. Compare with London, focusing on migration, the impact of Climate Change, topography of the area, land use and the issues of overpopulation.</p>  <p>Children at the expected level of development will:</p> <p>Through the development of their contextual knowledge of the location of globally significant places, they will be able to identify physical and human features and define these to suggest how these provide a geographical context for understanding the actions of geographical processes.</p>
<p><b>Physical Feature Key vocabulary</b></p>	<p>beach, coast, forest, hill, sea, ocean, river, soil, vegetation, country, island and equator</p>	<p>continent, temperature, Poles and rainforest</p>	<p>Northern and Southern hemisphere</p>	<p>volcano, mountain, tectonic plates, ring of fire, fold mountain, crust, outer and inner core and mantle, Tropics of Cancer and Capricorn</p>	<p>raw materials, flora, fauna, vegetation belt, latitude, longitude, Tundra, Taiga, temperature, Deciduous Forest, Savannah, Tropical Rainforest, Deciduous Forest, Temperate Grassland, Desert, biodiversity and natural resources</p>	<p>topography, mountainous,</p>
<p><b>Human features key vocabulary</b></p>	<p>city, town, village, factory, farm, house, and shop.</p>	<p>detached house, office, flat, terrace house, church, school, key, population, land use, capital city,</p>	<p>port, reef, land use</p>		<p>fossil fuel, settlement</p>	<p>port, harbour, quay, territory, trawlers, life expectancy, migration, immigration, migrant.</p>

<p><b>Physical and human processes</b></p>  	<p><u>Continent case study: Africa</u>          Know the features of hot and cold places in the world.</p> <p>Know which is the hottest and coldest season in the UK and compare to Kenya.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles (linked to Nairobi)</p> <p>Identify the reasons for migration from a rural region in Kenya to a larger city such as Nairobi.</p> <p>Understand the conservation projects that are taking place to protect African elephants, considering illegal poaching. (Link to WWF charity work.)</p> <p>Understand the conservation projects that</p>	<p>favela, tribe, rural and urban.</p> <p><u>Continent case study: South America</u>          Through the study of two contrasting locations in Brazil, understand why people may choose to live in the city and identify the differences in daily life and the possible challenges associated with this.</p> <p>Understand the impact of deforestation on the local environment and its inhabitants.</p> 	<p><u>Fieldwork – River Study of the River Medway</u>          Understand the formation of a river and can describe the process using specific terminology including: tributary, basin, meander, erosion, mouth, downstream, bank, upstream, oxbow lake, delta, floodplain and valley.</p> <p>Explain the water cycle using specific vocabulary including condensation, evaporation and precipitation and relate this to weather patterns</p> <p>Understand the impact that flooding can have on the local area.</p>  <p><u>Continent case study: Australia</u>          Understand the environmental and human impact of tourism and</p>	<p><u>Continent case study: North America</u>          Name, locate and know about some of the world’s most famous volcanoes (Fuji, Etna, Krakatoa, Vesuvius).</p> <p>Understand how volcanoes, mountains and earthquakes are formed and explain the impact that volcanoes, mountains and earthquakes have on the local area</p> <p>Understand the impact of climate change on the local area (focus on California).</p> <p>Understand the impact that endangered animals can have on tourism and the wider environment, recognising conflicts of interest and economic growth.</p> 	<p><u>World Trade case study</u>          Understand why trade happens between different countries based on the distribution of natural resources, recognising the benefits of Fairtrade</p> <p><u>Continent case study: Antarctica</u>          Understand the impact climate change has on the physical and human features of Antarctica.</p> <p>Explain how Antarctica is being used for commercial profit and the impact of this.</p> <p>Explain the significance of the Antarctica Treaty.</p> 	<p><u>Fieldwork – Changes over time</u>          Understand the changes that have happened in Snodland and the significance of historical events on local land use patterns.</p> <p>Know the areas of origin of the main ethnic groups in the UK and in our school.</p>  <p><u>Continent case study: Asia</u>          Understand why people migrate to Hong Kong and the environmental and human challenges this might pose, considering fishing trawlers, extreme rainfall, pollution and litter, temperature and waste management and how the Government prioritise the most serious challenges</p> 
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	<p>are taking place in Gambia linking to recycling.</p> 		<p>pollution on the Coral Reef, recognising conflicts of interest.</p> 			<p>Children at the expected level of development:</p> <p>Understand the processes that give rise to the key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variations and changes over time.</p>
<p><b>Physical Processes key vocabulary</b></p>	<p>season, weather.</p>	<p>Climate</p>	<p>flooding, tributary, basin, meander, erosion, mouth, downstream, bank, upstream, oxbow lake, delta, floodplain, valley, condensation, evaporation and precipitation</p>	<p>droughts, earthquakes, lava, magma, forest fires</p>	<p>distribution, ecosystem, vegetation belt</p>	<p>landslides</p>
<p><b>Human processes key vocabulary</b></p>		<p>deforestation, border, pollution</p>	<p>Tourism, climate change, international, conservation, sustainability and dredging</p>	<p>poverty, ethnically diverse</p>	<p>trade, globalisation, fair trade, supply chains, overfishing, treaty, greenhouse effect, import, export,</p>	<p>social, economic, environmental</p>
<p><b>Fieldwork</b></p> 	<p><u>Fieldwork – Exploring the school grounds - How can the school grounds be improved?</u> Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Fieldwork techniques:</p> <ul style="list-style-type: none"> <li>• using a questionnaire to find out the most popular options for improving playtimes</li> <li>• collecting and sorting natural objects to investigate their properties</li> <li>• using a simple recording technique to</li> </ul>	<p><u>Fieldwork – Local area case study- How can the high street in Snodland be improved?</u> Use fieldwork and observational skills to study the key human and physical features of the school's surrounding areas.</p> <p>Fieldwork techniques:</p> <ul style="list-style-type: none"> <li>• taking digital photographs of buildings in the locality, things seen on their journey</li> <li>• interviewing someone about their job on the high street</li> </ul>	<p><u>Fieldwork – Local area case study- Why was the River Medway important to the development of Snodland as a town?</u> Use fieldwork to understand the changes that have happened in Snodland and the significance of historical events on local land use patterns.</p> <p>Fieldwork techniques:</p> <ul style="list-style-type: none"> <li>• Land use survey of what to understand what land use is currently</li> <li>• Study photos and aerial maps to understand how land</li> </ul>	<p><u>Fieldwork – City comparison- What challenges do people face living in Canterbury?</u> Use fieldwork to understand the differences in challenges associated between two contrasting cities (Canterbury and Los Angeles).</p> <p>Fieldwork techniques:</p> <ul style="list-style-type: none"> <li>• Field sketches</li> <li>• Study photos and aerial maps</li> <li>• Land use survey</li> <li>• Population count</li> <li>• Traffic count</li> </ul>	<p><u>Fieldwork – Map skills- What evidence is there to suggest that the local area is part of a temperate deciduous forest?</u> Use fieldwork to observe, measure and record the human and physical features in the local area to support their hypothesis as to whether the local area is part of a temperate deciduous forest</p> <p>Fieldwork techniques:</p> <ul style="list-style-type: none"> <li>• Measurement of climate over a period of time using a thermometer</li> <li>• Quadrants survey to collect data on flora and fauna within an area</li> </ul>	<p><u>Fieldwork – Changes over time- How has land use in Snodland changed and why has this happened?</u> Use primary data through fieldwork and secondary information including children's work within Year Three to develop their understanding of why land use has changed in Snodland and the reasons for these changes and use this information to predict what Snodland will look like in ten years time.</p> <p>Fieldwork techniques:</p>

	<p>express their feelings about specific places explaining why they like/dislike some of its features.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• create a pictograms of rubbish observed in the local area</li> <li>• Use simple compass directions as well as directional vocabulary (near, far, left, right) to navigate themselves around the local area or explain where a location is.</li> <li>• using a simple recording technique to express their feelings about specific places</li> <li>• explaining why they like/dislike some of its features.</li> </ul>	<p>use has changed over time</p> <ul style="list-style-type: none"> <li>• Interview someone who remembers Snodland in the past</li> <li>• Fieldwork sketches</li> <li>• Use vertical bar graphs to present data collected</li> </ul> <p><u>Fieldwork – coastal comparison - How is the Gold Coast geographically similar or different to Minster Leas?</u></p> <p>Use fieldwork to understand the geographical similarities and differences between this Minster Leas and the Gold Coast with a focus on why people visit these coasts.</p> <p>Fieldwork techniques:</p> <ul style="list-style-type: none"> <li>• Land use survey for surrounding area</li> <li>• Population count within five-minute intervals</li> <li>• Quadrant survey to study biodiversity at the beach</li> <li>• Rubbish collection</li> <li>• Fieldwork sketches</li> <li>• Use vertical bar graphs to present data collected</li> </ul>	<ul style="list-style-type: none"> <li>• Use horizontal bar graphs to present data collection</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of secondary information such as maps, climate charts, information on tree types in the local area to help support primary data collected within fieldwork</li> </ul>	<p>Analyse maps, aerial photos to help deduce land use in Snodland in the past and present.</p> <p>Complete a land use survey within key locations across the town of Snodland</p> <p>Use maps and photos past and present of Snodland to compare how land use has changed over time</p> <p>Use recounts and information gained from a historical tour of Snodland to suggest reasons for land use changes and changes in population within the town</p> <p>Use line graphs to present primary data collected</p> <hr/> <p>Children at the expected level of development will:</p> <p>Be competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> <li>- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>- interpret a range of sources of geographical information, including maps, diagrams,</li> </ul>
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						<p>globes, aerial photographs and Geographical Information Systems (GIS)</p> <ul style="list-style-type: none"> <li>- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>
<p><b>Map Skills</b></p> 	<p>Use maps to talk about everyday life for example, where they live, journey to school, where places are in a locality.</p> <p><u>Position and orientation</u> Use the four main directions on a compass to</p>	<p>Understand how scales differ by location.</p> <p><u>Position and orientation</u> Use simple compass directions as well as</p>	<p>use atlases, maps and globes.</p> <p>use large scale maps outside.</p> <p>use maps at more than one scale.</p> <p>make and use simple route maps.</p> <p>locate photos of features on maps.</p> <p>use oblique and aerial views.</p> <p>recognise some patterns on maps and begin to explain what they show.</p> <p><u>Position and orientation</u> use simple grids.</p>	<p>use oblique and aerial views.</p> <p>recognise some patterns on maps and begin to explain what they show.</p> <p>recognise that contours show height and slope.</p> <p>can explain what places are like using maps at a local scale.</p> <p><u>Position and orientation</u> Use 4 grid references to locate areas.</p>	<p>Follow routes on maps saying what is seen.</p> <p>use index and contents page of atlas</p> <p>know that purpose, scale, symbols and style are related.</p> <p>appreciate different map projections.</p> <p>follow a route on 1:50 000 Ordnance Survey map; I can describe and interpret relief features.</p> <p><u>Position and orientation</u></p>	<p>Use four and six figure grid references on an OS Map to locate significant places within the local area</p> <p>Draw a variety of thematic maps based on data.</p> <p>Use maps at different scales to illustrate a story or issue and use maps to research factual information about locations and features</p> <p>Use digital mapping to support fieldwork</p> <p>interpret distribution maps and use thematic maps for information</p> <p>relate maps to each other and to vertical aerial photographs.</p> <p><u>Position and orientation</u></p>

	describe the location of places and routes on a map	directional vocabulary (near, far, left, right) to navigate themselves around the local area or explain where a location is.		use 4- figure coordinates to locate features.  know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates.	Use an 8-point compass to help navigate in an unknown location	use 4 and 6- figure coordinates to locate features.  give directions and instructions to 8 cardinal points.
	<u>Drawing</u> Devise own map of classroom and school grounds  Use symbols on maps (own and class agreed symbols) and know that symbols mean something on maps.  Can recognise that maps need a title and use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.	<u>Drawing</u> Can draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.	<u>Drawing</u> Draw a map of area studied area using a scale and simple key.  make a map of a short route with features in correct order.  make a map of small area with features in correct places.	<u>Drawing</u> Draw of a map of studied area using standard symbols and be able to recognise OS symbols including viewpoint, castle nature reserve and parking as well of those learnt in the previous year	<u>Drawing</u> make sketch maps of an area using symbols and key.  make a plan for example, garden, play park; with scale.  design maps from descriptions.	<u>Drawing</u> draw thematic maps for example, local open spaces.  draw scale plans.
	<u>Symbols</u> Know that symbols mean something on maps and use these to recognise some features on maps such as buildings, roads and fields.  Can recognise simple features on maps such as buildings, roads and fields.	<u>Symbols</u> Find a given Ordnance Survey symbol on a map with support and beginning to realise why maps need a key.	<u>Symbols</u> Be able to recognise the symbols on an OS map of a main road, footpath, school, place of worship, bus station and a railway station.  use some Ordnance Survey style symbols.	<u>Symbols</u> use plan views regularly.  give maps a key with standard symbols	<u>Symbols</u> use agreed and Ordnance Survey symbols.  know 1:50.000 symbols and atlas symbols	<u>Symbols</u> appreciate maps cannot show everything.  use standard symbols
	<u>Perspective and scale</u> look down on objects and make a plan for example, on desk, high window to playground.	<u>Perspective and scale</u> Draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on)	<u>Perspective and scale</u> can use maps and aerial views to help me talk about for	<u>Perspective and scale</u> Know how to make a map of a short route with features in correct order and make a map of small	<u>Perspective and scale</u> Use an OS map to plan a short route.	<u>Perspective and scale</u> use a scale bar on all maps.  read and compare map scales.

	<p>use large scale, vertical aerial photographs.</p>	<p>know that when you 'zoom in' you see a smaller area in more detail.</p> <p>Understand how scales differ locationally</p>	<p>example, views from high places</p>	<p>area with features in correct places.</p> <p>Know how to use the scale bar to estimate distance and use the scale bar to calculate some distances.</p>	<p>Children plan their own route to a local viewpoint considering scales and the quickest route.</p> <p>Use a scale bar on all maps and compare map scales.</p> <p>Measure distances using maps and know 1:50.000 symbols and atlas symbols</p>	<p>use models and maps to talk about contours and slope..</p>
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