



## Geography Curriculum Progression Map

### Early Years - Developing a Sense of Place

	Children in Reception will learn to:	Children at the expected level of development will:
Reception	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• 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;</li> <li>• 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.</li> </ul>

<b>Geographical Knowledge</b>	<b>Geographical Understanding</b>	<b>Map Skills</b>	<b>Field Work</b>
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## KS1 and KS2 - Our World

<u>Key Concepts:</u>	Place	Locality	Environment	Climate	Physical Geography	Human Geography
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	Unit:	National Curriculum Objectives:	Children should know that:	Children should be able to:
Year 1	<b>Around the World</b>	<ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• 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</li> <li>• use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• The Earth is split into 7 areas of land called <b>CONTINENTS</b>. The continents of the world are very large.</li> <li>• Each <b>CONTINENT</b> (apart from Antarctica) is separated into different <b>COUNTRIES</b>. Each country has its own laws, customs and traditions.</li> <li>• The seven continents are: Europe, Asia, Africa, Australia, North American, South America and Antarctica.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name some continents and oceans on a globe or atlas.</li> </ul>
				<ul style="list-style-type: none"> <li>• Talk about the day-to-day weather and some of the features of the seasons in their locality.</li> <li>• Show awareness that the weather may vary in different parts of the UK and in different parts of the world.</li> <li>• Talk about a natural environment, naming some of its features.</li> <li>• The child can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.</li> </ul>
				<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the countries and continents studied at this key stage.</li> </ul>

Year 2	<b>Let's Go on Safari</b>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>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</li> <li>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</li> <li>use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Kenya is a country in the continent of Africa</li> <li>Different places in the world have different climates, depending where in the world they are. The globe has an imaginary line around its middle called the <b>equator</b>.</li> <li>The capital city of Kenya is Nairobi.</li> <li>Mount Kenya is the highest mountain in Kenya and the second highest in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the seven continents and five oceans on a globe or atlas.</li> </ul>
				<ul style="list-style-type: none"> <li>Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</li> <li>Describe the <b>physical and human geography</b> of a distant place.</li> <li>Describe their locality and how it is different and similar to the distant place.</li> </ul>
				<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> </ul>
Year 3	<b>Countries of the World</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Human geography is the study of how people affect the environments they live in.</li> <li>Physical geography is the study of the Earth itself.</li> </ul>	<ul style="list-style-type: none"> <li>Locate countries in Europe and North and South America on a map or atlas.</li> <li>Describe some European and North and South American cities using an atlas.</li> </ul>

		<ul style="list-style-type: none"> <li>• 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</li> <li>• describe and understand key aspects of physical geography, including: climate zones, rivers and mountains</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</li> <li>• Recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.</li> </ul>
Year 4	<b>Volcanoes</b>	<ul style="list-style-type: none"> <li>• identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere</li> <li>• 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</li> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>• A volcano is a mountain or hill that has a vent through which lava, rocks and gas erupt.</li> <li>• The world is made up of two hemispheres. The equator is a line that divides the two hemispheres.</li> <li>• Mt Vesuvius is a volcano in Italy. It erupted in 79AD and destroyed the nearby city of Pompei.</li> <li>• The earth is made of four layers: crust, mantle, outer core, inner core.</li> <li>• When a volcano erupts, magma rises through cracks in the volcano, pressure builds inside until magma explodes out of the volcano (this is known as lava).</li> <li>• The earth's surface is made of 15 tectonic plates. Most volcanoes are found on the boundaries between plates.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <ul style="list-style-type: none"> <li>• Locate some countries in Europe and North and South America on a map or atlas.</li> <li>• Locate places studied in relation to the Equator, and hemispheres.</li> <li>• Use appropriate vocabulary to describe processes associated with mountains (volcanoes).</li> <li>• Explain why some regions are different from others.</li> </ul> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>

Year 5	<p><b>North America</b></p>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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)</li> <li>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 America</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes, rivers and mountains</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>North America is a continent in the northern hemisphere made up of 23 countries including many island nations.</li> <li>North America contains a range of differing climate zones and biomes.</li> <li>The countries within North America have a wide range of human and physical geographical features.</li> <li>Because the Earth spins on its axis once every 24 hours, sunrise and sunset occur at different times in different places.</li> <li>The world is divided into different time zones in relation to the Greenwich Meridian Line and Greenwich Mean Time.</li> </ul>	<ul style="list-style-type: none"> <li>Locate some major cities and countries of North America on physical and political maps.</li> <li>Describe some key physical and human characteristics of Europe and North and South America.</li> <li>Relate continent, country, state, city and identify states in North America using a map.</li> <li>Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</li> <li>Understand that climate and vegetation are connected in an example of a biome.</li> <li>Understand that animals and plants are adapted to the climate.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
Year 6	<p><b>South America</b></p>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</li> <li>describe and understand key aspects of physical geography, including: climate zones and mountains</li> </ul>	<ul style="list-style-type: none"> <li>South America is a continent in the southern hemisphere. It is surrounded by the Pacific, Atlantic and Southern Oceans.</li> <li>South America is made up of 12 countries and 2 separate territories. The Falkland Islands belong to the UK and French Guiana is part of France.</li> <li>South America contains a range of climates and biomes.</li> <li>The Andes is the longest mountain range in the world.</li> </ul>	<ul style="list-style-type: none"> <li>Locate cities, countries and regions of South America on physical and political maps.</li> <li>Describe key physical and human characteristics and environmental <b>regions</b> of South America.</li> <li>Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, <b>latitude and longitude</b>, and relate this to</li> </ul>

		<ul style="list-style-type: none"> <li>• describe and understand key aspects of human geography, including trade links</li> <li>• 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)</li> </ul>		<p>their time zone, climate, seasons and vegetation.</p> <ul style="list-style-type: none"> <li>• Understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.</li> <li>• Describe what the climate of a region is like and how plants and animals are adapted to it.</li> <li>• Describe and understand a range of key physical processes and the resulting landscape features.</li> <li>• Understand how a mountain region was formed.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
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**KS1 and KS2 - Our Country**

<b><u>Key Concepts:</u></b>	<b>Place</b>	<b>Locality</b>	<b>Environment</b>	<b>Physical Geography</b>	<b>Human Geography</b>	<b>Settlements</b>	<b>Land Use</b>
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	Unit	National Curriculum Objectives	Children should know that:	Children should be able to:
Year 1	<b>At the Farm</b>	<ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Farms provide us with a lot of the food we eat.</li> <li>Arable farms grow crops.</li> <li>Livestock farms raise animals.</li> <li>Dairy farms use the milk from cows, goats and other animals to create products like cheese, yogurt, butter and milk.</li> <li>Life on a farm is affected by the changing of the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.</li> <li>Name key landmarks in the local area.</li> </ul>
	<b>The Four Seasons</b>	<ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>The year is divided into four seasons and twelve months. The season are linked to particular months.</li> <li>The weather changes with the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a natural environment, naming some of its features.</li> <li>The child can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.</li> </ul>
				<ul style="list-style-type: none"> <li>Use simple compass directions and locational and directional language.</li> <li>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.</li> </ul>
				<ul style="list-style-type: none"> <li>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.</li> </ul>

Year 2	<b>Seas and Coasts</b>	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>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</li> <li>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>An ocean is a very large sea. There are five oceans on our planet: Atlantic, Pacific, Indian, Southern and Arctic.</li> <li>Seas are areas of salty water that are smaller than oceans.</li> <li>Coasts are land that meet an ocean or sea.</li> <li>The UK is made up of four countries: England, Scotland, Wales and Northern Ireland.</li> <li>The UK coastline meets: the Atlantic Ocean, the North Sea, the Irish Sea, the English Channel and the Celtic Sea.</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</li> </ul>
				<ul style="list-style-type: none"> <li>Recognise a natural environment and describe it in detail using key vocabulary.</li> </ul>
				<ul style="list-style-type: none"> <li>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.</li> </ul>
				<ul style="list-style-type: none"> <li></li> </ul>
Year 3	<b>Investigating Our Local Area</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Huyton is a town in an urban area of the North-west of England.</li> <li>The land is mostly used for residential properties, commercial properties and some industry.</li> <li>Local services include: supermarkets, police and fire stations, medical services, schools and sports facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.</li> <li>Relate continent, country, county, city to where they live.</li> <li>Locate the UK's major urban areas; and locate some physical</li> </ul>

		<ul style="list-style-type: none"> <li>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</li> <li>use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>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</li> </ul>		<p>environments in the UK (rivers, mountains, coastlines).</p> <ul style="list-style-type: none"> <li>Identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</li> <li>Recognise the main land uses within urban areas and the key characteristics of rural areas.</li> </ul> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</li> </ul> <ul style="list-style-type: none"> <li>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.</li> </ul>
Year 4	<b>Village Settlers</b>	<ul style="list-style-type: none"> <li>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</li> <li>describe and understand key aspects of human geography, including: types of</li> </ul>	<ul style="list-style-type: none"> <li>Angle settlers established Huyton in 600 - 650AD.</li> <li>Early settlers had to consider if an area could satisfy all their needs, such as: fresh water, materials for house building, land for growing crops, and other food sources.</li> <li>The names of many places in Britain are derived from the names early settlements.</li> </ul>	<ul style="list-style-type: none"> <li>Describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</li> <li>Locate and describe some human and physical characteristics of the UK.</li> </ul>

		<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and sequence a range of settlement sizes from a village to a city.</li> <li>• Describe the characteristics of settlements with different functions, e.g. coastal towns.</li> <li>• Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</li> </ul>
				<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> <li>•</li> <li>•</li> </ul>
Year 5	<b>Investigating Rivers</b>	<ul style="list-style-type: none"> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,</li> </ul>	<ul style="list-style-type: none"> <li>• The water cycle is a natural process by which water moves round the planet.</li> <li>• Rivers erode, transport and deposit materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</li> <li>• Locate the UK's regions and major cities.</li> </ul>

		<p>mountains, coasts and rivers) and land-use patterns</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: rivers and the water cycle</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>A river flows from its source, is joined by tributaries and ends at the mouth where it meets the sea.</li> <li>Rivers are important for a variety of functions: water, transport, farming, energy, habitats.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains.</li> </ul>
				<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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.</li> </ul>
				<ul style="list-style-type: none"> <li>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.</li> </ul>
Year 6	<b>Our Local Area</b>	<ul style="list-style-type: none"> <li>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</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic</li> </ul>	<ul style="list-style-type: none"> <li>Huyton is town in the borough of Knowsley, in the county of Merseyside.</li> <li>Huyton is part of the Liverpool Urban Area and borders the Liverpool suburbs of Dovecot, Knotty Ash, Bellevalle, and the village of Roby.</li> <li>Physical features of Huyton include: the River Alt and Huyton Wetlands.</li> <li>Human features of Huyton include: King George V Playing Fields, Knowsley Leisure and Culture Park, Huyton Village</li> </ul>	<ul style="list-style-type: none"> <li>Locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</li> <li>Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</li> <li>Recognise broad land-use patterns in the local area.</li> </ul>

		<p>activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>centre and the many local shops, schools and businesses.</p>	<ul style="list-style-type: none"> <li>• Explain how the types of industry in the area have changed over time.</li> <li>• Understand where our energy and natural resources come from.</li> <li>• Understand how a region has changed and how it is different from another region of the UK.</li> </ul> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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