

Geography Knowledge, Skills, Sequencing and Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Locational Knowledge	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. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; (C+L)	Name and locate the world's continents and oceans. Name, locate and identify characteristics of the four countries and capitals of the UK.	Locate the world's countries, focusing on Europe and Asia (India), their environmental regions, physical and human characteristics and major cities. Locate and name some counties and cities of the UK. Describe the human and physical characteristics of the local region, including coasts, rivers and land use.	Locate the world's countries, focusing on Europe and South America and their environmental regions, physical and human characteristics and major cities. Name and locate countries and cities in the UK. Describe the human and physical characteristics of the local region including features such as rivers, coasts, hills and land use, understanding how some of these have changed over time. Understand latitude, longitude, Equator, Hemispheres, Tropics, Arctic and Antarctic, Meridian and time zones.
Place Knowledge	As above	Compare the human and physical geography of the local area to a non-European country.	Study both the local area and the geography of other countries including human and physical characteristics.	Study both the local area and the geography of other countries including human and physical characteristics and changes over time, making comparisons between their similarities and differences including a region of South America.
Human and Physical Geography	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.	Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to physical and human geographical features.	Describe and understand rivers, mountains, volcanoes, earthquakes, natural disasters, settlements and the water cycle.	Describe and understand rivers, mountains, volcanoes, earthquakes, settlements, land use, trade links and distribution of natural resources. Study climate zones, biomes and vegetation belts.
Geographical Skills and Fieldwork	Draw information from a simple map. (DM-UW) Offer explanations for why things might happen, making use of recently introduced vocabulary ...(C+L)	Use maps, atlases and globes. Use basic geographical vocabulary and four compass directions to refer to local and familiar features when using maps. Use aerial images and other models to recognise landmarks and basic human and physical features. Create simple plans /maps using symbols. Use fieldwork to explore the geography of the school, its grounds and the local area.	Use maps, atlases, globes and digital / computer mapping. Use the eight points of a compass, symbols, keys and simple grid references. Use fieldwork to observe, measure and record. Present findings in a range of ways.	Use maps, atlases, globes and digital / computer mapping. Use the eight points of a compass, four and six figure grid references and symbols and keys (include OS maps). Use fieldwork to observe, measure and record. Present findings using a range of methods.

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Key Stage 1						
Locational Knowledge Name and locate the world’s continents and oceans. Name, locate and identify characteristics of the four countries and capitals of the UK.	Place Knowledge Compare the human and physical geography of the local area to a non-European country.	Human and Physical Geography Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to physical and human geographical features.	Geographical Skills and Fieldwork Use maps, atlases and globes. Use basic geographical vocabulary and four compass directions to refer to local and familiar features when using maps. Use aerial images and other models to recognise landmarks and basic human and physical features. Create simple plans /maps using symbols. Use fieldwork to explore the geography of the school, its grounds and the local area.			
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn	Y1: Explain some similarities between life in this country and other countries; draw information form a simple map. Y2: Continents/oceans	How to use maps, atlases and globes etc How to identify key physical and human geographical features		1. WALT: identify the journeys of different explorers (children will locate continents and oceans on a map and label with explorer journeys) 2. WALT: locate places that Ibn Battuta travelled to (children will use maps/atlas etc to find key points of the journey) 3. WALT: understand different physical and human geographical features (children will explore features of the landscape that Ibn Battuta travelled)	City Climate Continent Desert Equator Geography Journey Ocean Pole Port Vegetation Voyage	Children will produce a map / maps which shows explorers’ journeys in relation to continents and oceans.
Spring	Continents/oceans; seasonal weather patterns	Compare and contrast a small area of the UK with a non-European country.		1. WALT: locate China on a world map (children will use map work skills) 2. WALT: know the 5 main features of a map (children will use these features to make a simple map of China) 3. WALT: compare life in the UK and China (children will learn capital cities of UK and China) 4. WALT: compare school life in China with ours (children will contrast school days) 5. WALT: know what Chinese culture is like (children will compare and contrast culture and conditions) 6. WALT: know about different types of farming in China (children will learn about differences between agriculture in the UK and China) 7. Fieldwork Enquiry		Children will complete a range of enquiries to determine difference between life here and in China.
Summer	Compare and contrast a small area of the UK with a non-European country; Four countries of the UK	Capital cities of 4 countries of the UK		1. WALT: continue Spring term fieldwork enquiry 2. WALT: recap capital city of England and its features 3. WALT: understand some features of Scotland, Wales and Ireland and know their capital cities		Children will develop knowledge of the 4 countries of the UK and their capitals

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Lower Key Stage 2						
Locational Knowledge Locate the world’s countries, focusing on Europe and Asia (India), their environmental regions, physical and human characteristics and major cities. Locate and name some counties and cities of the UK. Describe the human and physical characteristics of the local region, including coasts, rivers and land use.			Place Knowledge Study both the local area and the geography of other countries including human and physical characteristics and changes over time, making comparisons between their similarities and differences including a region of South America.		Human and Physical Geography Describe and understand rivers, mountains, volcanoes, earthquakes, natural disasters, settlements and the water cycle.	Geographical Skills and Fieldwork Use maps, atlases, globes and digital / computer mapping. Use the eight points of a compass, symbols, keys and simple grid references. Use fieldwork to observe, measure and record. Present findings in a range of ways.
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn		Locate and name continents, oceans and specific countries (cross curricular Geography focus)				
Spring	In KS1: Children will have learned to name and locate the World’s continents and oceans, use basic geographical vocabulary to refer to human and physical features, use maps, atlases and globes, use four compass directions, to create simple plans and maps, to use fieldwork to explore the geography of the school and its grounds.	Children will be able to develop their use of geographical knowledge in order to enhance their understanding of Natural and Man-Made disasters.		1. Apply geographical understanding of our world. 2. Understand and use maps. 3. Identify different climate zones. 4. Identify and locate the ring of fire. 5. Understand how a tsunami is formed. 6. Understand the importance of ice caps. 7. Identify symbols on an OS map. 8. Identify and use the 8 points of a compass. 9. Use a four figure grid reference. 10. Use fieldwork to observe, measure and record the local area. 11. Describe and understand volcanoes. 12. Describe and understand earthquakes.	Boundary Co-ordinate Key Location Plan View Scale Drawing Symbol OS Map	Children will present their learning for the entire term, in order to educate and inform people about human and manmade disasters.
Summer		To locate Ancient Greece, Athens and Sparta on a map (include Geography objectives Place knowledge of a region in Europe; Continents and oceans revision)				

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Upper Key Stage 2						
Locational Knowledge Locate the world's countries, focusing on Europe and South America and their environmental regions, physical and human characteristics and major cities. Name and locate countries and cities in the UK. Describe the human and physical characteristics of the local region including features such as rivers, coasts, hills and land use, understanding how some of these have changed over time. Understand latitude, longitude, Equator, Hemispheres, Tropics, Arctic and Antarctic, Meridian and time zones.			Place Knowledge Study both the local area and the geography of other countries including human and physical characteristics.	Human and Physical Geography Describe and understand rivers, mountains, volcanoes, earthquakes, settlements, land use, trade links and distribution of natural resources. Study climate zones, biomes and vegetation belts.	Geographical Skills and Fieldwork Use maps, atlases, globes and digital / computer mapping. Use the eight points of a compass, four and six figure grid references and symbols and keys (include OS maps). Use fieldwork to observe, measure and record. Present findings using a range of methods.	
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn		Countries of Europe (Invaders map) Counties of England (Anglo Saxon kingdoms link) Land Use (why people invaded)				
Spring	Y3/4 Water cycle; coastal location; land use	Pupils will learn that rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on peoples' lives. The aim of this module is to explore coasts as dynamic and changing systems. It will examine different types of coasts both in terms of their landforms and their uses and provide a framework within which students can explore different coastal features and processes. The module concludes with an opportunity for students to apply their knowledge and understanding of coats to plan a day's fieldwork. By the end of the module students should understand the importance of different coastal zones and how they are affected by, and can affect, human activity.		<div>1. Journey of a river</div> <div>2. Flooding - its causes and effect on human activity.</div> <div>3. Map the River Thames</div> <div>4. The River Thames</div> <div>5. Waterfalls</div> <div>6. Monsoons</div> <div>1. What is the water cycle?</div> <div>2. How does the sea shape the coast?</div> <div>3. What impact does the sea have on human activity?</div> <div>4. How do we try to prevent coastal erosion?</div> <div>5. What impacts do humans have on the coast?</div> <div>6. How do tsunamis occur?</div>	<div>Bed Deposition</div> <div>Erosion Estuary</div> <div>Lake</div> <div>Meander</div> <div>River Source</div> <div>Tributary</div> <div>Upper / Middle /</div> <div>Lower course</div> <div>Water Cycle</div> <div>Abrasion</div> <div>Attrition</div> <div>Constructive wave</div> <div>Destructive wave</div> <div>Gravitational Pull</div> <div>Hard engineering</div> <div>Hydraulic action</div> <div>intertidal</div> <div>Longshore Drift</div> <div>Soft engineering</div>	<div>Children will make their own river bed on the field.</div> <div>Children will take part in a coastal walk and identify features.</div>
Summer		Continents and Oceans Countries of Europe Mapwork (grid references)				