

# Geography Progression Map Springwood Heath Primary School

	KS1	LKS2	UKS2
<b>Locational Knowledge</b>	<p>Building on EYFS work learning about their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents</p> <p><b>KS1 Geography National Curriculum</b> Pupils develop contextual knowledge of the location of significant places in the world. They should develop knowledge about their locality, the UK and the world.</p> <p>Children can: name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica</p>	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, learning about the world's zones and their significance and locating places and features accurately on.</p> <p><b>KS2 Geography National Curriculum</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children develop contextual knowledge of the location of significant places, both terrestrial and marine locations. Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can: locate the world's countries, using maps to focus on South America and concentrating on environmental regions and key physical and human characteristics</p> <p>name and locate counties and cities of the UK, identifying human and physical characteristics including hills, mountains, seas and rivers, and how a place has changed</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p>Children begin to explore South America and Eastern Europe using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Children focus more on finding locations outside of the UK than in Lower KS2.</p> <p><b>KS2 Geography National Curriculum</b> Pupils' knowledge and understanding should extend beyond the local area to include the United Kingdom and Europe and North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of significant places in the world, including both terrestrial and marine locations. Children develop their skills of identifying key physical and human geographical features of the world and how they bring about spatial variation and change over time.</p> <p>Children can: use maps to locate the world's countries with a focus on Eastern Europe and South America and concentrating on their environmental regions, key physical and human characteristics, major cities and countries</p> <p>name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, rivers and land-use patterns; showing change over time</p> <p>identify the position and significance of latitude, longitude and use them to find locations on a map</p> <p>identify the position of the; Equator, Northern Hemisphere, Southern Hemisphere</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: North America, South America, border, key, atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city</p>

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<p><b>Place Knowledge</b></p>	<p>Children begin to compare places in the UK with a place outside of the UK which builds on EYFS understanding of the world, people and communities. Children apply the skills of observing and identifying similarities and differences to places as well as people.</p> <p><b>KS1 Geography National Curriculum</b> Pupils develop contextual knowledge of the location of significant places. They should develop knowledge about their locality, the UK and the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>compare the UK with a contrasting country in the world</li> <li>compare a local city/town in the UK with a contrasting city/town in a different country</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano</li> </ul>	<p>Children focus on comparing regions of the UK in depth and study an area outside of the UK. They begin to develop the skills of comparing regions, by focusing on specific features. They develop vocabulary relating to physical and human geographical features studied in KS1.</p> <p><b>KS2 Geography National Curriculum</b> Children can understand geographical similarities and differences through the study of human and physical geography of regions in UK, Europe and North or South America.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom</li> <li>explore similarities and differences, comparing the human geography of a region of the UK and a region of South America</li> <li>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom</li> <li>explore similarities and differences comparing the physical geography of a region of the UK and a region of South America</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural</li> </ul>	<p>Children further develop analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and their local area. Children conduct independent research, learning to ask and answer relevant questions.</p> <p><b>KS2 Geography National Curriculum</b> Children understand geographical similarities and differences through the study of human and physical geography of regions of the UK, Europe, and North or South America.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources</li> </ul>
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<p><b>Human and Physical Geography</b></p>	<p>Building on EYFS knowledge of how environments vary. Children begin to learn about the physical and human features of geography.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Children understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <p>recognise seasonal and daily weather patterns in the UK</p> <p>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley, beach, cliff, coast, vegetation, season and weather</p> <p>use basic geographical vocabulary to refer to key human features, including: factory, farm, house, office, port, harbor, city, town, village, and shop</p>	<p>Children have an increased understanding of the difference between physical and human geography. They use more precise vocabulary so are able to explain the processes of physical and human geography and their significance. They learn more about extreme weather and learn more about the impact of humans on the earth.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children locate some of the world's most significant human and physical features. They explain how physical features have formed, why they are significant and how they can change.</p> <p>Children explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <p>physical geography, including climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle</p> <p>human geography, including types of settlement and land use</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food, mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation</p>	<p>Children continue to develop their understanding of the difference between physical and human geography. They study in more detail the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children locate a range of the world's most significant human and physical features, explaining how they have formed, why they are significant and how they can change. Children understand how these can cause spatial variation and change over time.</p> <p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <p>physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental</p>
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# Geography Progression Map Springwood Heath Primary School

<p><b>Geographical Skills and Fieldwork</b></p>	<p>Building on EYFS knowledge of their own locality, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p><b>KS1 Geography National Curriculum</b> Children can interpret geographical information from various sources. They communicate geographical information in a variety of ways.</p> <p>Children can:</p> <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> <li>use simple compass directions and locational and directional vocabulary to describe the location of features and routes on a map</li> <li>devise a simple map and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: direction, position, route, journey, the UK, changes, compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, tally chart, pictogram, world map, country, continent, human, physical</li> </ul>	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p><b>KS2 Geography National Curriculum</b> Children collect, analyse and communicate data gathered through fieldwork that develops their understanding of geographical processes. They interpret sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <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 symbols and keys (including the use of Ordnance Survey maps), to build on their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: landmark, distance, key, symbol, land use, urban, rural, population, coordinates, sketch map, map, aerial view, feature, annotation</li> </ul>	<p>Children build on their map skills by communicating locations through grid references and coordinates. They explain what makes a good map symbol and why. Children observe and record the changes of human features over time, for example trade patterns.</p> <p><b>KS2 Geography National Curriculum</b> Children will become confident in collecting, analysing, and communicating data. Children can explain how the Earth's are shaped, connected and how they change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the world</li> <li>use fieldwork to observe, measure, record and present findings about human features using a various methods, including sketch maps, plans and graphs, and digital technologies</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, graph</li> </ul>
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## **EYFS**

### **Understanding the World (People and Communities)**

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

### **Understanding the World (The World)**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

### **Other Areas**

For further links with National Curriculum please see EYFS Long Term Plan