



## Progression of concepts, knowledge and skills: Geography

Overview of Concepts	Early Years	Key Stage 1	Key Stage 2
<p><b>Place</b> - what makes up a place?</p>	<p>Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Develop knowledge of their locality such as where their house, school, local parks, woodland, beach etc. are and that this makes up their locality. Recognise simple human and physical features of a locality (beach, forest, hill, shops).</p>	<p>Investigate places beyond their locality, developing a wider knowledge of places in the UK and the World - what are they like, what makes up the place, human and physical features. Recognise some globally significant human and physical features. Compare patterns and processes using observations and maps to compare. Investigate the global significance of human and physical features. Make detailed comparisons between places and understand why features/ places change.</p>
<p><b>Space</b> - the impact of humans on space and why things are in a certain area.</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>Draw comparisons on their locality to other local places such as where their house, school, local parks, woodland, beach etc. are in relation to each other and use simple reasoning to give explanation. Understand jobs and what jobs are in the local area and form simple conclusions as to why.</p>	<p>Understand what jobs / industries are in our local area and why. Investigate transport links and understand how jobs and the economy are affected by these. Develop an understanding of the economy and the use of the physical spaces through mapping out the zones of a location. Give detailed reasoning and comparisons about how a place is used, including population.</p>
<p><b>Environment</b> - how physical geography impacts the area. Physical geography?</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Identify the physical features within the immediate area. Understand the environment needed for farming and food industry. Explain push and pull factors and what this means to an area.</p>	<p>Develop a deeper understanding of push and pull to the area and the impact this has. Understand how environments change over time. Develop a deeper understanding of culture.</p>

		Develop a simple understanding of culture.	Investigate erosion and hazards on the environment. Explore the relevance of significant events in the news e.g. lockdown, plastic pollution Take part in reasoning and debating looking at protecting the environment.
<b>Interconnection</b> - the relationships between places and people.	Talk about members of their immediate family and community.	Form simple connections between people and places and places and places. For example farm, food and distribution.	Develop an understanding of environmental and human processes of places and demonstrate a simple understanding of how these affect the people/place Explain the impact of environmental and human processes on places and what we can do about them, both positive and negative.
<b>Scale</b> - the comparison of local and global.	Recognise their place within their family and compare this to their known community. Recognise some environments that are different from the one in which they live.	Recognise their place within their locality. For example house/street/village/town which is part of Topsham, Devon and UK	Develop an understanding of their place within the world. For example country/region/country/continent. Make links to show how local events have global impact and global events have local impact.
<b>Sustainability</b> - the capacity of the environment to support our lives and the lives of other living creatures in the future.	Demonstrate how and why we care for things in our natural environment for example, plants, pets, each other and our varying needs.	Know what we and other living creatures need to support our lives and what is around us to do this.	Develop a simple understanding of sustainability. Understand how environments support our and living creatures lives Discuss and explore sustainable and unsustainable ways of life. Form an opinion of their role in a sustainable future. Apply knowledge of renewable energy sources and their impact.
<b>Change</b> - explaining geographical phenomena by investigating how they have developed over time.	Understand the effect of changing seasons on the natural world around them.	Understand that a place can change over time and how it has changed. Recognise causes for this change. For example by looking at two maps of different ages; looking at what is different and drawing a simple conclusion.	Understand that environmental change can be short or long term and can be impacted by human activity. Explain environmental, social, economic and technological change that affects places differently. Know how current change can be used to

			predict the future and identify what would be needed to achieve a preferred and more sustainable future.
<b>Geographical enquiry</b>	Draw information from a simple map. Talk about features of their immediate environment with visual representations e.g. classroom map.	Children will be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. Express their opinions and recognise that others may think differently.

<b>By the end of KS1 children will have:</b>		
<b>Developed the following geographical concepts:</b>	<b>Developed the following skills:</b>	<b>Have gained the following knowledge:</b>
<p><b>Place</b> Develop knowledge of their locality such as where their house, school, local parks, woodland, beach etc. are and that this makes up their locality. Recognise simple human and physical features of a locality (beach, forest, hill, shops).</p> <p><b>Space</b> Draw comparisons on their locality to other local places such as where their house, school, local parks, woodland, beach etc. are in relation to each other and use simple reasoning to give explanation. Understand jobs and what jobs are in the local area and form simple conclusions as to why.</p> <p><b>Environment</b> Identify the physical features within the immediate area. Understand the environment needed for farming and food industry.</p>	<p>Use a globe to locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use world maps and atlases to identify continents and oceans</p> <p>Devise a simple map of the school and its grounds, using symbols</p> <p>Use basic geographical vocabulary to refer to key physical features e.g. beach, cliff</p> <p>And key human features e.g. city, town</p> <p>Devise a simple map using symbols (and a key) of the local area showing physical and human features</p> <p>Undertake fieldwork, observing the local environment</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features</p>	<p>Identify seasonal and daily weather patterns in the UK – explore different clothes worn.</p> <p>Name and locate the world’s seven continents and 5 oceans</p> <p>Use locational and directional language, including the 4 compass points to describe the location of features on a map</p> <p>Name and locate the United Kingdom and it’s countries on a map.</p> <p>Name and locate capital cities of the UK and surrounding seas.</p> <p>Name and locate Exeter on a map of the UK</p> <p>Place knowledge: recognise similarities and differences between our local area and a small area in a non-European country.</p>

<p>Explain push and pull factors and what this means to an area.          Develop a simple understanding of culture.  <b>Interconnection</b>          Form simple connections between people and places and places and places. For example farm, food and distribution  <b>Scale</b>          Recognise their place within their locality. For example house/street/village/town which is part of Topsham, Devon and UK  <b>Sustainability</b>          Know what we and other living creatures need to support our lives and what is around us to do this.  <b>Change</b>          Understand that a place can change over time and how it has changed. Recognise causes for this change.          For example by looking at two maps of different ages; looking at what is different and drawing a simple conclusion.  <b>Geographical Enquiry</b>          Children will be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</p>		
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<b>By the end of Lower Key Stage 2 children will have:</b>		
<b>Developed the following geographical concepts:</b>	<b>Developed the following skills:</b>	<b>Have gained the following knowledge:</b>

<p><b>Place</b> Investigate places beyond their locality, developing a wider knowledge of places in the UK and the World - what are they like, what makes up the place, human and physical features. Recognise some globally significant human and physical features. Compare patterns and processes using observations and maps to compare.</p> <p><b>Space</b> Give detailed reasoning and comparisons about how a place is used, including population.</p> <p><b>Environment</b> Understand how environments can change over time. Explore the relevance of significant events in the news e.g. lockdown, plastic pollution.</p> <p><b>Interconnection</b> Develop an understanding of environmental and human processes of places and demonstrate a simple understanding of how these affect the people/place Explain the impact of environmental and human processes on places and what we can do about them, both positive and negative.</p> <p><b>Scale</b> Develop an understanding of their place within the world. For example country/region/country/continent. Make links to show how local events have global impact and global events have local impact.</p> <p><b>Sustainability</b> Develop a simple understanding of sustainability. Understand how environments support our and living creatures lives Discuss and explore sustainable and unsustainable ways of life.</p> <p><b>Change</b> Understand that environmental change can be short or long term and can be impacted by human activity.</p> <p><b>Geographical Enquiry</b></p>	<p>Use contents and indexes to find information in an atlas Describe how volcanoes are created and the impact they have on people's lives Describe how earthquakes are created Confidently describe physical and human features of our locality using a map Locate the Mediterranean and describe its weather and climate. Compare our locality to life in the Mediterranean. Use 8 points of the compass Use basic OS map symbols Use 4 figure grid references Make accurate measurement of distances within 100km Find the same place on a globe and in an atlas. Label features on a map and aerial photograph. Plan a journey to a place in England. Accurately measure and collect information e.g. rainfall, temperature, wind speed, noise levels. Describe the main features of Topsham, compared to Exeter, compared to London. Make a map using appropriate symbols for physical features. Explain why people are attracted to living in cities. Explain why people may choose to live in Topsham, compared to Exeter, compared to London. Look at maps and other sources to document how human features of Topsham have changed over time. Find out about a local environmental issue, what are people's views. Suggest different ways in which Topsham could be improved.</p>	<p>Name 5 -10 countries in the Northern Hemisphere, including well-known European countries Name and locate some of the most famous volcanoes Name and locate capital cities of neighbouring European countries Understand the weather patterns of the Mediterranean Locate Tropics of Cancer and Capricorn Know the difference between British Isles, Great Britain and the UK. Know the countries that make up the European Union Name up to 6 UK cities and locate them on a map. Locate and name the main islands around the UK. Name and locate areas of origin of the main ethnic groups in the UK and in our school.</p>
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<p>Investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. Express their opinions and recognise that others may think differently.</p>		
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**By the end of Upper Key Stage 2 children will have:**

<b>Developed the following geographical concepts:</b>	<b>Developed the following skills:</b>	<b>Have gained the following knowledge:</b>
<p><b>Place</b> Investigate the global significance of human and physical features. Make detailed comparisons between places and understand why features/ places change.</p> <p><b>Space</b> Understand what jobs / industries are in our local area and why. Investigate transport links and understand how jobs and the economy are affected by these. Develop an understanding of the economy and the use of the physical spaces through mapping out the zones of a location.</p> <p><b>Environment</b> Develop a deeper understanding of push and pull to the area and the impact this has. Develop a deeper understanding of culture. Investigate erosion and hazards on the environment. Take part in reasoning and debating looking at protecting the environment.</p> <p><b>Interconnection</b> Develop an understanding of environmental and human processes of places and demonstrate a simple understanding of how these affect the</p>	<p>Explained why people are attracted to live by rivers, and consequently why many cities are located by rivers. Explain why water is such a valuable commodity Explain how a location fits into its wider geographical location, with reference to physical, human and economic features. Map land use, make detailed sketches and plans, improving accuracy later. Plan a journey to another place in the world, taking into account distance and time. Explain how the water cycle works. Consider and explain what Topsham might be like in the future, taking account on issues impacting on human features e.g. housing. Give extended description of physical features of different places around the world Accurately used 4 figure grid references Confidently explain scale and use maps with a range of scales Create sketch maps when carrying out a field study. Choose the best way to collect information needed and appropriate units of measure. Use OS maps to answer questions.</p>	<p>Name and locate the world's major rivers on maps. Name and locate famous mountain regions on maps. Locate the USA and Canada on a world map and atlas Locate and name main countries in South America on a world map and atlas Recognise key symbols on ordnance survey maps. Name largest desert in the world Identify Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. Explain how time zones work.</p>

<p>people/place Explain the impact of environmental and human processes on places and what we can do about them, both positive and negative.</p> <p><b>Scale</b> Develop an understanding of their place within the world. For example country/region/country/continent. Make links to show how local events have global impact and global events have local impact.</p> <p><b>Sustainability</b> Form an opinion of their role in a sustainable future. Apply knowledge of renewable energy sources and their impact.</p> <p><b>Change</b> Explain environmental, social, economic and technological change that affects places differently. Know how current change can be used to predict the future and identify what would be needed to achieve a preferred and more sustainable future.</p> <p><b>Geographical Enquiry</b> Investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. Express their opinions and recognise that others may think differently.</p>	<p>Describe what a locality might be like using maps, aerial photos, plans and web resources. Give an extended description of human features of different places in the world. Map land use with own criteria. Describe similarities and differences in physical features between places.</p>	
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## Progression of Geographical Vocabulary

This specific vocabulary should be taught within the appropriate unit and previous learnt vocabulary be referenced to ensure children's understanding of these terms.

<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<p><b>Place</b> home, school, Topsham</p>	<p><b>Place</b> points of the compass, continents, equator, UK, country and ocean, capital city, England, Scotland, Wales, Northern Ireland</p>	<p><b>Place</b> county, Northern hemisphere, Southern hemisphere, Lines of Latitude, Antarctic circle, Arctic circle Tropic of Cancer, Tropic of Capricorn</p>	<p><b>Place</b> topography Greenwich Meridian, Latitude, Longitude time zones</p>
<p><b>Human</b> road, village, town, city, river, streets, route, building, compare, similarities, differences, country,</p>	<p><b>Human</b> business bungalow, city detached house, factory, farm, fishing flats, hamlet, harbour, high street, house, industry, local, office, jobs, port, semi detached, shop, terrace, town, village, population</p>	<p><b>Human</b> rural, urban land use, population, settlement trade, tourism</p>	<p><b>Human</b> agriculture/agricultural, deforestation, crops, fair trade drought, energy (renewable and non renewable), resources economic activity</p>
<p><b>Physical</b> winter, spring, summer, autumn, environment, trees, flowers, growing, planting, field, river, footpath, park,</p>	<p><b>Physical</b> beach, cliff, coast, island, sea, hill, mountain, river, food chains, forest, soil, climate, cloud, ice, rain, precipitation, season, snow sunshine, temperature, weather, wind</p>	<p><b>Physical</b> coastal, inland environment(al), biome climate, vegetation erosion, fold mountains</p>	<p><b>Physical</b> water cycle, deposition, mouth, source, river, valley, desert, dune earthquake, tectonic plates, volcano</p>

## Progression of Geographical Experiences

<b>EYFS</b>	<b>KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
<p>Undertaken fieldwork in our school grounds and on a local walk.</p> <p>Meet members of the community to find out about their locality e.g. Darts farm.</p>	<p>Undertaken fieldwork within our close locality, e.g. on the Goat Walk nature reservation and RSPB marshes.</p> <p>Meet representatives from Devon Wildlife Trust or RSPB to find out about their locality.</p>	<p>Undertake coastal fieldwork</p> <p>Meet representatives of the Met Office to understand how weather data is gathered.</p>	<p>Undertake inland fieldwork considering; rock formation/ mountain and land height</p> <p>Taken an active part in the school's sustainable agenda through debate, research and discourse with local groups e.g local council or MPs.</p>