



The Greville Primary School –progression of knowledge map

Geography

National curriculum	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork
EYFS	- To know some vocabulary to describe different bodies of water and to know that usually water is represented in blue on a map or globe. - To know the name of their school and the place where they live and to know some vocabulary to describe the characteristics of different places	- To know that places within this country can differ from each other - To know that there are differences between places in this country and places in other countries	- To know that Spring, Summer, Autumn, and Winter are used to describe the seasons, and to know some of the characteristics/weather of each - To know some vocabulary to describe different bodies of water (sea/ocean, lake, pond) and land characteristics (hill, field, building, road, house)	- To know that a map is a picture of a place - To know some vocabulary to describe directions, even if inaccurately (near, far, next to etc)
Year 1	- To know the names of Asia and Europe and the characteristics of continents - To know the names of the Atlantic and Pacific Oceans and that an ocean is a large body of water - To know that the UK (United Kingdom) is where they live and is made up of four named countries	- To know that life elsewhere in the world is different to ours - To know that life elsewhere in the world often has similarities to ours	- To know that 'weather' refers to the conditions outside at any one time - To know that weather is different in different parts of the UK, what a weather forecast is, and that weather conditions can be measured and recorded - To know that <u>physical</u> features mean any feature that is on the Earth naturally - To know that <u>human</u> features mean any feature that was made or built by humans	- To know that an aerial photograph is taken from above - To know the purpose of an atlas - To know that a map is a picture of a place, usually from above - To know that maps use symbols to represent features - To know simple directional language - To know what a sketch map is
Year 2	- To be able to name the seven continents and five oceans of the world - To know that a sea is a smaller body of water and be able to name the bodies of water	To know some similarities and differences between the children's local area and a contrasting non-European country	To know that the Equator is an imaginary line around the middle of the Earth, and that because it is the widest part it is much closer to the sun than the North/South Poles	- To be able to differentiate between a globe and an atlas, and appreciate their different purposes - To know what a compass is and why it is used

	surrounding the UK To know what a capital city is, know the four capital cities of the UK and some characteristics about them		- To know that the North and South Poles are the most northerly and southerly points of the Earth - To know that different parts of the world experience different weather conditions and these are often caused by the location of the place - To know that coasts (and other <u>physical</u> features) change over time - To know that <u>human</u> features change over time - To know that a sea is a body of water that is smaller than an ocean	- To know which direction is N,E,S,W on a map, and why maps need a title and a purpose - To know that maps need a key to explain the symbols and the colours - To know that an interview can be a way to find out people's views about an area - To understand the benefits and purpose of tally charts and pictograms
Year 3	- To know the name of some counties and cities in the UK (local to your school) - To know the name of the county that they live in and their closest city - To begin to name the 12 geographical regions of the UK - To know the main types of land use - To know some types of settlements	- To know the negative effects an earthquake can have on a community - To know ways in which communities respond to earthquakes	- To know that an earthquake is the intense shaking of the ground - To know different types of mountains and volcanoes and how they are formed - To know the main types of land use and settlements - To know that an urban place is in a town or city; a rural place is somewhere near the countryside	- To understand the purpose of a scale of a map/atlas - To recognise world maps at flattened globes - To know that an OS map is used for both personal use, and organisations use it for housing projects, planning the natural environment and public transport, and for security purposes - To know that OS maps use symbols for physical and human features - To know that grid references help us locate a particular square on a map - To know the eight points of the compass
Year 4	- To be able to locate countries of the world using an atlas, with a focus on Europe, North America and South America - To know the names of some of the world's most significant mountain ranges, rivers, volcanoes/earthquake plate boundaries	- To know the positive effects of living near a volcano - To know the negative effects of living near a volcano	- To know the water cycle is the process by which water is moved and stored around the Earth, and to name these - To know the courses and key features of rivers - To know the world's different climate zones, and that there are areas of the world with similar climates which	- To know the main types of land use (agricultural, residential, recreational, commercial, industrial, and transportation) - To know an enquiry-based question has an open-ended answer found by research - To know how to use various sampling techniques, questionnaires, and interviews

	- To know the world's climate zones/biomes and their characteristics - To know lines of longitude and latitude including the Equator, Prime Meridian, Tropics of Cancer/Capricorn, Arctic/Antarctic Circles and how these affect regions' climates - To know the names of local counties, cities, and begin to name the twelve geographical regions of the UK		influence the foods that can grow there - To know the world's biomes, and that a biome is a region of the globe sharing similar climate, landscape, vegetation and wildlife, and how biomes relate to the Tropics - To know that a natural resource is something from nature that people can use - To know that the UK grows food locally and imports food from other countries	- To know that quantitative data involves numerical facts and figures (objective) - To know that an annotated drawing or sketch map is a rough idea of features and doesn't have to be completely accurate - To know a Likert scale is used to record people's feelings - To know that qualitative data involves opinions, thoughts and feelings (subjective) - To know what a bar chart, pictogram, and table are and when to use which one to best represent data
Year 5	- To know the name and be able to locate many countries and major cities in Europe and North and South America using an atlas - To be able to locate key physical features in countries studied, and name and describe some of the world's vegetation belts - To know the name of many cities and counties in the UK, and confidently name the twelve geographical regions of the UK - To know that the Prime Meridian denotes the start of the world's time zones	- To know some similarities and differences between the UK and a European mountain region - To know why tourists visit mountain regions	- To know that vegetation belts are areas of the world that are home to similar plant species - To name and describe some of the world's vegetation belts, and to know why the ocean is important	- To know that contours on a map show height and slope - To know that qualitative data involves qualities, characteristics, and is largely opinion based - To know that GIS is a digital system that creates and manages maps used to support analysis and enquiries - To know how pie charts and line graphs are used to represent data
	To name and describe some of the world's vegetation belts (ice cap, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical	To name and describe some of the world's vegetation belts (ice cap, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland,	- To know that global population has grown significantly since the 1950s - To know which factors are considered before people build settlements	- To be aware of some issues in the local area - To know what a range of data collection methods look like - To know how to use a range of data collection methods

Year 6	grassland, Mediterranean, desert scrub, desert, highland) • To know the name of many counties and cities in the UK • To confidently name the 12 geographical regions in the UK • The know that London and the SE have the largest population in the UK • To know the Prime Meridian is a line of longitude which determines the world's time zones	Mediterranean, desert scrub, desert, highland)	• To know that migration is the movement of people from one country to another • To know that natural resources can be used to make energy • To know some positive and some negative impacts of humans of the environment	
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