



Kingsway Primary School

Geography Progression Framework

Locational knowledge

N.C. Outcome		Year	Knowledge and skills
Upper KS2	<p>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</p> <p>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</p>	6	<p>Independently locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p>Locate the countries and major cities of South America, Central America and Mexico.</p> <p>Analyse and describe how land use and population have changed over time in major world cities.</p> <p>Name and locate the Worlds capital cities and countries.</p> <p>Investigate and describe the urban ecosystems of key locations and their topographical features.</p>
		5	<p>To name and locate European countries on European and World maps.</p> <p>To independently identify countries relevant to wider curricular study.</p> <p>Able to discuss how countries and continents have changed over time by selecting, analysing and comparing maps.</p> <p>Recognise and identify countries based on their key physical features.</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night (linked with learning about Space & Solar System)</p> <p>Locate and name the main counties and cities in the United Kingdom.</p> <p>Recognise the flags of European Countries.</p>
Lower KS2		4	<p>Can accurately describe where the UK is located. Name and locate a range of cities and counties in the UK.</p> <p>Can name and locate the main British rivers.</p> <p>Identify the longest rivers in the world, largest deserts and highest mountains and compare with UK.</p>

			<p>Name and locate the key topographical features including coast, erosion hills mountains and rivers. Understand how these features have changed over time.</p>
		<p>3</p>	<p>Can identify and name the continents on a World map based on key physical features E.g size and surrounding oceans.</p> <ul style="list-style-type: none"> ➤ Discuss and identify locations relevant to historical study – e.g. can locate the countries of the British and Roman Empires and identify the continent in which they are located. Can locate rainforests and identify the continent in which they are located. <p>Can name and locate the main countries of Europe and their capital cities</p> <p>Can use a globe and map to identify the position of the Poles, the Equator, the Hemispheres, Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles and describe how they affect the climate – link with rainforests.</p> <p>Can name and locate the position of the Equator, Northern and Southern Hemispheres.</p> <ul style="list-style-type: none"> ➤ Can describe where places are in relation to the Equator and identify the hemisphere in which they are located. <p>Can compare maps to describe the change of countries – describing the growth of the Roman Empire in a link to History.</p>
<p>KS1</p>	<p>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>2</p> <p>1</p>	<p>Children can name and locate the countries of the United Kingdom and their capital cities.</p> <p>Can name and locate the world’s seven continents and five oceans on a world map.</p> <p>Children can name and locate the countries of the United Kingdom</p> <p>Can name the capital cities of the countries of the United Kingdom and identify characteristics.</p>

EYFS	<p>Talk about the features of their own immediate environment.</p> <p>Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world.</p> <p>Shows interest in the lives of people who are familiar to him/her.</p> <p>Can describe their relative position such as 'behind' or 'next to'</p>	<p>Use practical ideas and discussions to:</p> <ul style="list-style-type: none"> • Locate Kirkby. • Locate our school. • Draw a place I am finding out about- e.g having a tour of the school to know and understand where places are within the school grounds. • Talk about and locate where they live in Kirkby, town. <p>Children may talk about their town Kirkby/ Mansfield.</p> <p>Children may locate and talk about the country that we live in, England.</p> <p>Ask what a place is like and tell others what they like and dislike about a place.</p> <p>Know and describe the route to school.</p> <p>Locate where minibeats live and where wild plants may be on the school grounds.</p> <p>Use books and stories to help me find out about places. E.g. Granny went to Market and Handa's Surprise to locate a specific country such as Africa.</p> <p>Use key experiences to locate Africa e.g Miss Tyers our Blue Butterflies teacher has volunteered to work abroad in Gambia and has shared this experience with the class through pictures/ talk points and presentations.</p>
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Place Knowledge

N.C. Outcome		Year	Knowledge and skills
Upper KS2	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.	6	Investigate and analyse geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, South America, Central America and Mexico.
		5	Analyse and contrast geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a European Country – Sweden.
Lower KS2		4	Compare a region in the UK with a region in North or South America with significant similarities and differences e.g. Link to Fairtrade for Chocolate. Understand and describe why there are similarities and differences between locations.
		3	Ask questions about and understand why there are similarities and differences between places. Develop an awareness of how places relate to and link to each other (in a link with historical study; Empires, Vikings etc.) Compare a region of the UK (Sherwood Forest + the locality) with a region in South America (link to rainforests)
KS1	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.	2	Can make observations about, compare and describe the physical and human geography of the Arctic and the UK. Can make observations about, compare and describe the physical and human geography of Australia and the UK. Suggest ideas for improving the school environment (Reduce, Reuse, Recycle.)
		1	Name, describe and compare familiar places. Know about some present changes that are happening in their local environment.

<p style="text-align: center;">EYFS</p>	<p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world.</p>	<p>Able to talk about the similarities and differences of their own immediate area e.g comparing the inside area and the outside area, comparing home and school, comparing our classroom to the playground and describing the setup of the classroom.</p> <p>Ask what a place is like. Tell others what they like and dislike about place.</p> <p>Draw a place they are finding out about e.g Kirkby, the playground or the school grounds. Use books, stories and websites to help find out about places. For example, we compare areas such as the three different houses in the story The Three Little Pigs.</p> <p>Comparing where minibeats live and where farm animals live.</p> <p>Children should be able to compare small environments in different fairytales such as Little Red Riding Hood and Goldilocks and the Three Bears through discussion, role-play, tuff tray ideas and story boards.</p>
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Human and Physical Geography

N.C. Outcome		Year	Knowledge and skills
Upper KS2	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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. 	6	<p>Understand and describe the physical geography of Mexico including environmental regions, climate zones, biomes, vegetation belts, river, mountains etc.</p> <p>Can describe economic activity including trade links and the distribution of natural resources including energy, food, minerals and water, in comparison to the UK.</p> <p>Can describe human settlement and land use in Mexico.</p> <p>Hypothesise and investigate the reasons for change in land use over time.</p>
		5	<p>To name the different Climate Zones and locate them on a world map. To describe the biomes and ecosystems within each of the climate zones.</p> <p>Apply learning of coasts and erosion to new learning and real experiences (Year 5 residential)</p> <p>Understand how humans affect the environment over time. Know about and describe changes to the world environments over time, Understand why people seek to manage and sustain their environment.</p> <p>Can describe the impact of events (war and conflict) on the human and physical geography of a country and how this has caused changes over time.</p>
Lower KS2		4	<p>Describe and understand the key aspects of physical geography including Rivers and the Water Cycle. Can describe the Water Cycle using appropriate Geographical language. Can describe a river and mountain environment.</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition.</p> <p>Can explain the use of rivers and seas in the distribution of resources and describe the human physical geographical features of significant rivers (link with Ancient Egypt – River Nile)</p> <p>Describe how people have been affected by changes in the environment.</p> <p>Explain about natural resources e.g water in the locality.</p>

			<p>Can discuss and describe weather patterns around part of the world.</p> <p>Can discuss and describe the impact of extreme weather on human geography and the environment locally and in the wider world.</p> <p>Describe the causes of Extreme weather and natural disasters.</p> <p>Analyse and compare Stone Age settlements with modern day Britain.</p> <p>Describe the similarities and differences between Tudor Britain and modern day Britain.</p>
		3	<p>Can describe human geography including trade links in the Pre-Roman and Roman era.</p> <p>Understand types of settlement in Early Britain linked to history.</p> <ul style="list-style-type: none"> ➤ Can describe why people chose to settle in different areas. ➤ Can describe the difference in human geography and choices of settlement (rich and poor, Victorian Era) <p>Can describe types of settlements in Viking, Early Britain linked to History.</p> <p>Describe the human effects on rainforests.</p> <ul style="list-style-type: none"> ➤ Demonstrate a clear understanding of deforestation and its effects on physical geography. ➤ Can independently enquire about and discuss how human effects on geography can be reduced. <p>Describe and compare the physical geography of an area in the UK with a location in South America.</p> <ul style="list-style-type: none"> ➤ Can analyse and compare the biomes and vegetation belts in Rainforests compared with forests in the UK. <p>Can compare and describe land use in an area of the UK compared to that in South America. (link to rainforests)</p>
KS1	<p>Identify seasonal and daily weather patterns in the United Kingdom and 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:</p> <ul style="list-style-type: none"> • Key physical features, including: beach, cliff, coast, forest, hill, 	2	<p>Use basic geographical vocabulary to describe physical features</p> <ul style="list-style-type: none"> • Beach, cliff, coast, forest, hill, mountain, sea, ocean river, soil, valley, season and weather. <p>And key human features</p> <ul style="list-style-type: none"> • City, town, village, farm, factory, house, office. <p>Use this vocabulary to devise a simple map and key (Sherwood Forest and map of London).</p>

	<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <ul style="list-style-type: none"> • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 		<p>Can describe the location of beaches and coastlines and identify on a map.</p> <p>Can describe key landmarks for studied locations eg London – tower of London, London Eye, Big Ben etc. + Australia – Great Barrier Reef, Botany Bay etc.</p> <p>Can describe the climate and weather in the seven continents (creating ‘continent book’/ mini atlas)</p>
		1	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Describe the weather at the North and South Poles.</p> <p>Locate and describe the Equator on a world map.</p>
EYFS	<p>Orders and sequences familiar events.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world.</p> <p>He/she can talk about some of the things he/she has observed such natural and found objects.</p>	<p>Recognise and discuss seasonal changes e.g in our investigation area we encourage the children to explore the seasons throughout the year through play, books, photographs and sensory elements.</p> <p>Recognise and discuss daily weather patterns e.g children are encouraged to highlight when the weather changes throughout the day, children are asked to comment and ask their own questions about differences and similarities about weather patterns. Every morning we state the day, date and what the weather is doing in the UK.</p> <p>Can begin to ask questions about and discuss weather aspects from countries linked to wider curriculum eg. Granny went to market & Handa’s Surprise.</p> <p>Can question and discuss what the weather was like when Dinosaurs were alive.</p> <p>Children can state what a type of building is e.g. shop, house, farm.</p> <p>Children can describe what places may be like. For example, noisy, busy, quiet, farm, hills, streets, roads, woods and the seaside.</p> <p>Children can describe what places may be like through stories, role play, story maps, investigations and tours around the school grounds.</p> <p>Children are encouraged to use their imagination to pretend to go to places such as on the beach, farmyards, on holiday.</p>	

Geographical Skills and Fieldwork

N.C. Outcome		Year	Knowledge and skills
Upper KS2	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>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.</p>	6	<p>Confidently and independently select resources to identify and locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world and to describe their relative location on a map.</p> <p>Understand and use a wide range of geographical terms – urban, rural, land use, sustainability, trade links etc.</p> <p>Use maps, charts etc to make geographical enquiry, decisions and answer questions about locations.</p> <p>Ask and respond to geographical questions</p>
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Lower KS2		4	<p>Use maps, atlases, globes and digital/computer mapping to locate continents, countries and cities and describe features studied.</p> <p>Understand and use a widening range of topic specific vocabulary – river, contour, height, valley, erosion, transportation, earthquake, volcano, water cycle etc.</p> <p>Draw accurate maps with more complex keys.</p>

			<p>Sketch and plot maps identifying the movement of populations (link to historical study – Tudor Britain.)</p>
		<p>3</p>	<p>Ask and respond to geographical questions that deepen understanding of a locations human and physical questions. E.g 'why is Like this?' 'How has it changed? How is it changing?' 'What would it be like if...'</p> <p>Analyse evidence and draw conclusions making comparisons between locations using aerial images, maps etc. Comparing population, temperature, climate etc.</p>
<p>KS1</p>	<p>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.</p> <p>Use simple compass directions (North, South, East, 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.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key</p> <p>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.</p>	<p>2</p>	<p>Can use a map or aerial photographs to identify a range of physical and human features.</p> <p>Able to devise a simple map or plan and use and construct basic symbols in a key (Sherwood Forest & London).</p> <p>Can describe a journey in their locality identifying landmarks and features they would encounter.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (near and far, left and right) to describe the location of features and routes on a map.</p> <p>Can use a simple plan to follow a route e.g a route around the school or a local area or their route home from school.</p> <p>Can use information texts to learn and answer questions about locations and compare them to others they have studied or their local environment.</p>
		<p>1</p>	<p>Use world map, atlases and globes to locate the United Kingdom and its countries.</p> <p>Use simple maps of the local area – large scale print and pictorial.</p> <p>Use simple fieldwork and observational skills to study and describe the geography of our school and its grounds.</p> <p>Can collect information about their environment using basic methods e.g. Tally Charts.</p> <p>To describe the key human and physical features of the environment surrounding our school and relative to their homes.</p>

		Ask simple geographical questions e.g 'where is...' 'what is like to live in...'
EYFS	<p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Can describe their relative position such as 'behind' or 'next to'</p>	<p>Children are encouraged to use maps, atlases and globes in their provision time.</p> <p>Children discuss features of simple maps.</p> <p>Children make simple maps by taking rubbing of their immediate area.</p> <p>Children make simple maps by drawing features of the classroom.</p> <p>Children are aware of maps and how they can be paper but we can also use google maps or helpful websites.</p> <p>Children should be aware of the photographs around the EYFS unit about the local environment.</p> <p>Children can take photographs of the local environment and school grounds and use them back in the classroom to help me describe the place.</p> <p>Children can discuss ways they could improve somewhere in school e.g How can we improve our outside environment to help minibeast survive.</p> <p>In EYFS we begin with simple directional and positional language by playing games such as follow the leader and PE sessions by practically moving around in different directions.</p> <p>Children can describe direction by using Bee Bots.</p> <p>Children can describe what places may be like. For example, noisy, busy, quiet, farm, hills, streets, roads, woods and the seaside.</p> <p>Children can engage with and discuss photographs of the local area such as the local church, our local supermarket and local statues.</p>