

Scotton Lingerfield Primary School Geography Progression

Substantive knowledge, Disciplinary knowledge

National Curriculum Purpose of study

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

National Curriculum Aims:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Locational Knowledge	<p>With support, locate the hot and cold places that they study on a world map and globe.</p> <p>Locate the UK on a world map and globe.</p> <p>Know that they live in England.</p> <p>Know that London is the capital of England</p>	<p>Locate all the world’s seven continents on a world map.</p> <p>Know that a continent is a group of countries.</p> <p>Know that they live in Europe.</p> <p>Be able to name the seven continents.</p> <p>Locate the world’s five oceans on a world map.</p> <p>Know that an ocean is a large body of water.</p> <p>Show on a map the oceans closest to the continent they live in</p> <p>Be able to name the five oceans of the world.</p>	<p>Know where North and South America are on a world map.</p> <p>Name and locate some countries in Europe and North and South America using maps.</p> <p>Locate some major cities in the countries studied.</p> <p>Locate some key physical features in countries studied on a map including significant environmental regions.</p> <p>Locate some key human features in countries studied.</p>	<p>Locate more countries in Europe and South and North America using maps.</p> <p>Know the name of many countries in Europe and North and South America</p> <p>Locate major cities of the countries studied.</p> <p>Know and locate the key physical features in countries studied on a map.</p> <p>Locate key human features in countries studied.</p> <p>Identify significant environmental regions on a map.</p>

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		<p>Name and locate the four countries of the UK on a map. Know that UK stands for United Kingdom Know that they live in England. Identify characteristics (both human and physical) of the four countries of the UK. Name and locate the capital cities of the UK on a map. Know that a capital city is where the country's government is located. Know the town/village they live in and be able to show it on a map in relation to London. Identify characteristics (both human and physical) of the four capital cities of the UK. To know that there are four bodies of water around the UK and be able to name and locate them on a map. Know that a sea is a body of water that is smaller than an ocean.</p>	<p>Name and locate the world's most significant mountain ranges on a world map and identifying any patterns. Locate where the world's volcanoes are on a map and identify the 'Ring of Fire'. Know that mountains, volcanoes and earthquakes largely occur at plate boundaries. Name and locate some of the world's most significant rivers and identify any patterns. Know that climate zones are areas of the world with similar climates. Know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar) Know that biomes are areas of the world with similar climates, vegetation and animals. Know the biomes of the world. Know that vegetation belts are areas of the world which are home to similar plant species.</p> <p>Name and locate some counties of the UK (local to school) Name and locate some cities of the UK (Local to school) Know that they live in North Yorkshire and their nearest cities are Ripon, Leeds and York</p> <p>Know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern hemispheres. Find the position of the Equator and describe how this impacts our environmental regions. Find lines on longitude and latitude on a globe and explain why these are important. Know that lines of longitude are invisible lines on the globe that determine how far east or west a location is from Prime Meridian</p>	<p>Use maps to show the distribution of the world's climate zones, biomes and vegetation belts. Name and describe some of the world's vegetation belts (Ice caps, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert and highland)</p> <p>Name and locate many counties in the UK. Name and locate many cities in the UK. Confidently name and locate the twelve geographical regions of the UK. Understand how land-use has changed over time using examples. Explain why a locality has changed over time, giving examples of both physical and human features. Know that London and the South East have the largest population in the UK</p> <p>Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Use longitude and latitude when referencing location in an atlas or on a globe. Know that Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</p>
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			<p>Know that lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. Identify the position of the Tropics of Cancer and Capricorn.</p> <p>Know that the Tropics of Capricorn and Cancer are lines of latitude and mark the equatorial region; the countries with the hottest climate.</p> <p>Identify the position of the Northern and Southern Hemisphere and explain how they shape our seasons.</p> <p>Know that the Northern and Southern Hemispheres are 'halves' of the Earth above and below the Equator and have alternate seasons to each other.</p> <p>Know that the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic Circles.</p> <p>Identify the position of both the Arctic and Antarctic circle.</p> <p>Know that countries near the Equator have less seasonal change than those near the poles.</p> <p>Know the pattern of daylight in the Arctic and Antarctic circle and the Equatorial regions.</p>	
Place knowledge	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,</p>	<p>Name, describe and begin to explain some key similarities between their local area and a small area of a contrasting non-European country.</p> <p>Name, describe and begin to explain some key differences between their local area and a small area of a contrasting non-European country.</p> <p>Describe what physical features may occur in a hot place in comparison to a cold place.</p> <p>To know some similarities and differences between life in their local area and a contrasting non-European country.</p>	<p>Describe and begin to explain similarities between two regions studied.</p> <p>Describe and begin to explain differences between two regions studied.</p> <p>Describe how and why humans have responded in different ways to their local environments.</p> <p>Discuss how climates have an impact on trade, land use and settlement.</p> <p>Explain what measures humans have taken in order to adapt to survive in cold places.</p> <p>Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK.</p>	<p>Describe and explain similarities between two regions studied.</p> <p>Describe and explain differences between two regions studied.</p> <p>Explain how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Compare the climate studied in a region of the UK with that of a region of North and South America and discuss how both climates have an impact on trade, land use and settlement.</p> <p>Explain what measures humans have taken in order to adapt to survive in hot places.</p> <p>Use maps to explore wider global trading routes.</p>

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	<p>non-fiction texts and (when appropriate) maps. 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>Know the negative effects of living near a volcano. Know the positive effects of living near a volcano. Know the negative effects an earthquake can have on a community. Know ways in which a community respond to an earthquake.</p>	<p>Know some similarities and differences between the UK and a European mountain region. Know why tourists visit mountain regions</p>
<p>Human and Physical geography</p>	<p>Notice weather changes to our local area as the seasons change. Know that some places in the world are hot and some are cold. Know that some things in our environment are there naturally and some are there because we have put them there.</p>	<p>Know the four seasons of the UK and describe how the weather changes with each season in the UK. To know that 'weather' refers to the conditions outside at a particular time. Describe the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. Locate some hot and cold areas of the world on a world map. To know that the Equator is an imaginary line around the middle of the Earth and locate the Equator on a world map. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth and locate North and South Poles on a world map. Locate hot and cold areas of the world in relation to the Equator and the North and South poles. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</p>	<p>Map and label the seven biomes on a world map. Understand some of the causes of climate change. Describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describe where volcanoes, earthquakes and mountains are located globally. Describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describe how humans use water in a variety of ways. Know that the water cycle is the processes which move water around our Earth and to be able to name those processes. Know the key features of a river. Know the different types of mountains and volcanoes and how they are formed. Know that an earthquake is the intense shaking of the ground. Know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* Know that the hottest biomes are found between the Tropics of Cancer and Capricorn. Know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.*</p>	<p>Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. To know 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. To know why the ocean is important. Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p>

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		<p>Know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p> <p>Recognise some physical features in their locality.</p> <p>Describe the key physical features in a local river area using basic geographical vocabulary.</p> <p>Describe the key physical features of a coastline and how it changes over time using subject specific vocabulary.</p> <p>To know that physical features means any feature of an area that is on the Earth naturally.</p> <p>Know that coastlines (and other physical features) change over time. To know some key physical features of the UK.</p> <p>Recognise some human features in their locality.</p> <p>Describe and understanding the differences between a city, town and village.</p> <p>Describe the key human features of a coast line and how it changes over time using subject specific vocabulary.</p> <p>Know that human features means any feature of an area that was made or built by humans.</p> <p>Know that a sea is a body of water that is smaller than an ocean.</p> <p>Know that human features change over time.</p> <p>Know some key human features of the UK.</p>	<p>Know that climates can influence the foods able to grow.</p> <p>Describe and understand types of settlement and land use.</p> <p>Explain why a settlement and community has grown in a particular location.</p> <p>Explain why different locations have different human features.</p> <p>Explain why people might prefer to live in an urban or rural place.</p> <p>Describe how humans can impact the environment both positively and negatively, using examples.</p> <p>Know the main types of land use.*</p> <p>Know the different types of settlement.*</p> <p>Know water is used by humans in a variety of ways.</p> <p>Know an urban place is somewhere near a town or city.</p> <p>Know a rural place is somewhere near the countryside.</p> <p>Know that a natural resource is something that people can use which comes from the natural environment.</p> <p>Know the threats to the rainforest both on a local and global scale.</p> <p>Know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</p> <p>Know the UK grows food locally and imports food from other countries.</p>	<p>To know the global population has grown significantly since the 1950s.</p> <p>To know which factors are considered before people build settlements.</p> <p>To know migration is the movement of people from one country to another.</p> <p>To know that natural resources can be used to make energy.</p> <p>To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. To know the threats to oceans and corals.</p>
<p>Geographical skills and fieldwork</p>	<p>Use a map of the world and a globe to locate the places studies.</p> <p>Use a map and globe to locate the UK.</p> <p>Use digital maps, paper maps and aerial photographs to look at our local area</p>	<p>Use an atlas to locate the UK.</p> <p>Use a map of the UK to locate the four countries.</p> <p>Begin to use an atlas to locate the four capital cities of the UK.</p> <p>Use a world map and globe to locate four of the world's seven continents (Europe, North America, South America and Asia)</p> <p>Use a world map and globe to locate the Atlantic Ocean and Pacific Ocean Recognising</p>	<p>Begin to use maps at more than one scale.</p> <p>Use atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied .</p> <p>Use atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied .</p> <p>Use the scale bar on a map to estimate distances.</p>	<p>Confidently use and understand maps at more than one scale.</p> <p>Use atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Identify, analyse and ask questions about distributions and relationships between</p>

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	<p>Use directional language 'forwards, backwards' to describe movements.</p> <p>Draw simple maps.</p>	<p>why maps need a title.</p> <p>Use an atlas to locate the four capital cities of the UK.</p> <p>Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans.</p> <p>Use directional language to describe the location of objects in the classroom and playground.</p> <p>Use directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Respond to instructions using directional language to follow routes.</p> <p>Begin to use the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Use locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Use locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Use locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.</p> <p>Use a map to follow a prepared route.</p> <p>Recognise local landmarks on aerial photographs.</p> <p>Recognise basic human features on aerial photographs.</p> <p>Recognise basic physical features on aerial photographs.</p> <p>Draw freehand maps (of real or imaginary places) using simple pictures or symbols.</p> <p>Draw a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.</p> <p>Add labels to sketch maps.</p> <p>Use simple picture maps and plans to move around the school.</p>	<p>Find countries and features of countries in an atlas using contents and index.</p> <p>Zoom in and out of a digital map.</p> <p>Begin to use the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately use 4-figure grid references to locate features on a map in regions studied.</p> <p>Begin to give instructions using the 8 points of a compass.</p> <p>Use a simple key on their own map to show an example of both physical and human features.</p> <p>Follow a route on a map with some accuracy.</p> <p>Say which directions are N, S, E, W on an OS map.</p> <p>Make and use a simple route on a map.</p> <p>Label some features on an aerial photograph and then locate these on an OS map of the same locality and scale in regions studied.</p>	<p>features using maps (e.g settlement distribution).</p> <p>Use the scale bar on a map to calculate distances.</p> <p>Recognise an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</p> <p>Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>Begin to use thematic maps to recognise and describe human and physical features studied.</p> <p>Use models and maps to talk about contours and slopes. Selecting a map for a specific purpose.</p> <p>Confidently use the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately use 4 and 6-figure Grid References to locate features on a map in regions studied.</p> <p>Confidently give instructions using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map.</p> <p>Plan a journey to another part of the world using six figure grid references and the eight points of a compass.</p>
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		<p>Recognise landmarks of a city studied on aerial photographs and plan perspectives.</p> <p>Recognise human features on aerial photographs and plan perspectives.</p> <p>Recognise physical features on aerial photographs and plan perspectives.</p> <p>Draw a map and using class agreed symbols to make a simple key.</p> <p>Draw a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</p> <p>Find a given OS symbol on a map with support.</p> <p>Begin to draw objects to scale (e.g show the school playground is smaller than the school or school field).</p> <p>Use an aerial photograph to draw a simple sketch map using basic symbols for a key.</p>		
Observe	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Comment on the features they see in their school and school grounds on a walk around the respective places.</p> <p>Discuss the features they see in the area surrounding their school when on a walk.</p> <p>Ask and answer simple questions about human and physical features of the area surrounding their school grounds.</p>	<p>Map land use in a small local area using sketch maps and plans.</p> <p>Make a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.</p> <p>Ask and answer one- step and two-step geographical questions.</p> <p>Observe, record, and name geographical features in their local environments.</p>	<p>Make sketch maps of areas studied including labels and keys where necessary.</p> <p>Make an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</p>
Measure	<p>Ask simple questions about the features of the school grounds</p>	<p>Ask and answer simple questions about the features of their school and school grounds.</p> <p>Collect quantitative data through a small survey of the local area/school to answer an enquiry question.</p>	<p>Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose.</p> <p>Design a questionnaire / interviews to collect quantitative fieldwork data.</p>	<p>Select appropriate methods for data collection.</p> <p>Design interviews/questionnaires to collect qualitative data. Using standard field sampling techniques appropriately.</p>
Record	<p>Draw some of the features they see in our school environment</p>	<p>Draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</p> <p>Classify the features they notice into human and physical with teacher support.</p> <p>Take digital photographs of geographical features in the locality.</p>	<p>Take digital photos and label or caption them.</p> <p>Make annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>Draw simple maps and plans to scale (e.g 1m = 1 square)</p>	<p>Use GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.</p> <p>Conduct interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data.</p>

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		<p>Make digital audio recordings when interviewing someone.</p>	<p>Use a simplified Likert Scale to record their judgements of environmental quality. Use a questionnaire/interviews to collect qualitative fieldwork data.</p>	
Present	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Use a simple recording technique to express their feelings about a specific place and explain why they like/dislike some of its features. Present data in simple tally charts or pictograms and commenting on what the data shows. Ask and answer simple questions about data. Begin to use maps at more than one scale. Use atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Use atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . Use the scale bar on a map to estimate distances. Find countries and features of countries in an atlas using contents and index. Zoom in and out of a digital map.</p>	<p>Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggest different ways that a locality could be changed and improved. Find answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.</p>	<p>Decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Draw conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluate evidence collected and suggesting ways to improve this. Analyse quantitative data in pie charts, line graphs and graphs with two variables.</p>