

Geography Knowledge Unit Progression



Disciplinary Knowledge



Disciplinary Concepts



Curriculum Aims

- To develop contextual knowledge of the location of globally significant terrestrial and marine places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To 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.
- To be 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 and aerial photographs
 - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

Skills Progression

EYFS

Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



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Geography Knowledge Unit Progression



Y1

The world and my school

Where in the world do I live?

Place Knowledge	Locational Knowledge		Physical and Human Geography
Place	Space	Scale	Physical and Human Processes
I can understand that places can have meaning to people.	<p>I can understand that the world has seven continents.</p> <p>I can understand that the UK is split into countries and surrounding seas.</p>	<p>I can understand how my local area fits within the United Kingdom.</p> <p>I can understand how my classroom fits within the school.</p> <p>I can understand how my school fits on the street.</p>	<p>I can identify seasonal and daily weather patterns in the UK.</p> <p>I can identify how the weather varies around the world.</p> <p>I can identify human and physical features.</p>

Y1

Our Local Park

What is at our local park? How do people get there?

Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	
I can understand that places can have meaning to people.	I can identify some key human and physical features of my local area.	I can understand how my local park fits within my local area.	<p>I can understand human processes in my local area, including settlements and varied land use.</p> <p>I can identify human and physical geographical features in my local area.</p>	<p>I can use simple fieldwork and observational skills to answer geographical questions.</p> <p>I can use directional language to describe a route.</p> <p>I can name and use cardinal directions.</p> <p>I can devise a simple, messy map.</p> <p>I can collect and record simple data.</p> <p>I can present simple data in a chart.</p>

Geography Knowledge Unit Progression



Y1

Our School Grounds

Do our school grounds support plant life?

Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	
I can understand that places can have meaning to people.	I can identify some key human and physical features of my local area.	I can understand how my local park fits within my local area.	<p>I can understand human processes in my local area, including settlements and varied land use.</p> <p>I can identify human and physical geographical features in my local area.</p>	<p>I can use simple fieldwork and observational skills to answer geographical questions.</p> <p>I can use directional language to describe a route.</p> <p>I can name and use cardinal directions.</p> <p>I can devise a simple, messy map.</p> <p>I can collect and record simple data.</p> <p>I can present simple data in a chart.</p>

Y2

My Local Area and Tulum, Mexico

What are the similarities and differences between my town and Tulum, Mexico?

alternative unit

My Local Area and Tromso, Norway

What are the similarities and differences between my town and Tromso, Norway?

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
I can understand that places can have meaning to people.	<p>I can understand that the world has seven continents and five oceans.</p> <p>I can understand that the UK is split into countries and surrounding seas.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city.</p> <p>I understand that Mexico/Norway is a North American/European country.</p>	<p>I can understand that the poles and equator impact the climate on Earth.</p> <p>I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.</p>	I can understand the similarities and differences between my country and other countries.	<p>I can use atlases and globes to discover the continents and oceans of the world.</p> <p>I can use compass directions and locational and directional language to describe the location of features on a map.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</p> <p>I can use a key.</p> <p>I can use simple fieldwork and observational skills to study the school's geography.</p>

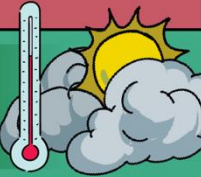
Geography Knowledge Unit Progression



Y2

Investigating weather and climate

How can we record and measure weather phenomena?



Physical and Human Geography	Geographical Skills and Fieldwork
<p data-bbox="958 300 1227 323">Physical and Human Processes</p> <p data-bbox="577 363 1120 387">I can understand the differences between weather and climate.</p> <p data-bbox="577 411 1227 435">I can understand that the poles and equator impact the climate on the Earth.</p> <p data-bbox="577 459 1294 483">I can identify hot and cold areas of the world in relation to the poles and the equator.</p>	<p data-bbox="1653 308 2078 363">I can carry out a geographical enquiry using simple fieldwork and observational skills.</p> <p data-bbox="1653 387 2101 459">I can collect weather data using the equipment. I can record weather data.</p> <p data-bbox="1653 483 1854 507">I can present my data. I</p> <p data-bbox="1653 531 1798 555">can analyse data.</p>

Geography Knowledge Unit Progression

Year C
Term 3

The United Kingdom



What are the key geographical features of the UK, and my region?

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
<p>I can understand that places can have meaning to people.</p> <p>I can understand that people can choose to use land differently, and I can give some examples.</p>	<p>I can understand that the UK is split into countries and regions.</p> <p>I can understand that regions are split into counties.</p> <p>I understand that counties contain settlements.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p> <p>I can understand how my region is an area within England.</p> <p>I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.</p>	<p>I can understand that land has height.</p> <p>I can identify mountains, hills and rivers on maps.</p> <p>I understand human processes in the UK, including settlements and land use.</p> <p>I understand that land use patterns change over time.</p> <p>I can identify some key human and physical features of the UK and my region.</p> <p><i>I can independently identify my region's key human and physical geographical features and landmarks and compare them to others in the UK.</i></p> <p><i>Describe the topographical features of my region.</i></p>	<p>I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live.</p>	<p>I can use compass points, four-figure grid references, symbols, and keys.</p> <p>I can devise a sketch map of my local area.</p> <p>I can identify physical features on a map.</p> <p>I can locate settlements on a map.</p> <p>I can use maps and atlases to discover the United Kingdom.</p> <p><i>I can devise a more detailed sketch map of my local area and identify key features.</i></p>

**Year C
Term 1**

Bee conservation

How can we make our school environment more bee friendly?



Place Knowledge	Physical and Human Geography			Geographical Skills and Fieldwork
Place	Physical and Human Processes	Environmental Impact	Sustainable Development	
<p>I can understand that people can choose to use land differently, and I can give some examples.</p> <p><i>I can understand that people can choose to use land differently and this can depend on the land's physical geography and climate.</i></p>	<p>I can understand how bees are involved in physical processes.</p>	<p>I can understand how land use impacts the survival of bees.</p> <p>I can understand how personal choices on how to use land impact the environment.</p>	<p>I can suggest how to make the school locality more environmentally friendly.</p>	<p>I can carry out a geographical enquiry using fieldwork and observational skills.</p> <p>I can record data.</p> <p>I can analyse data and evaluate fieldwork.</p> <p>I can devise a simple map using information learnt from a geographical enquiry.</p> <p><i>I can devise a map using information I have gathered and evaluate my choices in relation to the environment.</i></p>

Geography Knowledge Unit Progression



Year D
Term 1

Land use, economic activity and travel

What facilities are in my local area, and how do people travel there?



Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Interdependence	
<p>I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples.</p>	<p>I can understand that the UK is split into countries and regions.</p> <p>I can understand that regions are split into counties.</p> <p>I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial.</p>	<p>I understand that hamlets, villages, towns and cities are settlements of different sizes.</p> <p><i>I know that hamlets, villages, towns and cities are settlements of different sizes and I can compare them using examples of features from my local region.</i></p>	<p>I understand human processes in the UK, including settlements and land use.</p>	<p>I understand that UK settlements rely on different areas of land use to thrive.</p> <p><i>Investigate social and economic issues related to transport my local area.</i></p>	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can use digital mapping to collect data.</p> <p>I can record data using tables and questionnaires.</p> <p>I can present collected data using bars and charts.</p> <p>I can analyse data and explain what I have learnt.</p> <p><i>I can analyse data and explain what I have learnt with increasing independence and accuracy, and relate these findings to local issues.</i></p>

Geography Knowledge Unit Progression



**Year D
Term 2 or
3**

Italy

What are the similarities and differences between my region and Campania, Italy?

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
<p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways, depending on the land's physical geography.</p> <p>I can understand the similarities and differences between my region and Campania/South Aegean and give some examples.</p>	<p>I can identify the continents of the world.</p> <p>I can use maps to identify some of the countries of Europe and their capital cities.</p> <p>I can identify some key physical features and settlements in Campania/South Aegean.</p> <p>I can identify the location of my region in England and the key human and physical features.</p> <p>I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian.</p>	<p>I can understand how my region is an area within England with different-sized settlements.</p> <p>I can understand that Campania/South Aegean is a region within Italy/Greece, with settlements of different sizes.</p> <p>I can understand that England and Italy/Greece are countries within the continent of Europe.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features.</p> <p>I understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece.</p> <p>I understand human processes in my region and Campania/South Aegean, including settlements and economic activity.</p>	<p>I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.</p>	<p>I can use atlases, maps and globes to locate places and describe features studied.</p> <p>I can use atlases, maps and globes with increasing independence to locate places and describe features studied in more detail.</p>

Geography Knowledge Unit Progression



Year A
Term 1



Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	
<p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways, depending on the land's physical geography.</p>	<p>I can identify the location of my settlement and region in England and the key human and physical features.</p> <p>I can understand and describe human geography, including types of settlement and land use.</p>	<p>I can understand how my region is an area within England with different-sized settlements.</p> <p>I can understand that my local settlement is within a region of England, which is a country within the continent of Europe.</p>	<p>I can understand and describe human geography.</p> <p>I understand human processes in my local settlement, including land use, types of settlements and economic activity.</p>	<p>I can use atlases, maps and globes to locate places and describe geographical features studied.</p> <p>I can use digital maps (Digimap for Schools) to observe, record and present the human and physical features in my local settlement using a sketch map.</p> <p>I can use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.</p> <p>I can draw a sketch map of my locality.</p> <p>I can precisely depict landmarks on a detailed sketch map of the area.</p> <p>Use six figure grid references.</p>

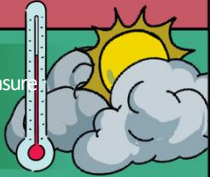
Geography Knowledge Unit Progression



**Year B
Term 2**

Investigating weather and climate

How can we record and measure weather phenomena?



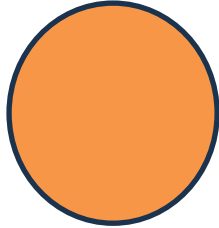
Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Space	Physical and Human Processes	
<p>I can identify climate zones worldwide and their relation to the equator and poles.</p>	<p>I can understand the differences between weather and climate and give examples.</p> <p>I can explain how the equator, poles, circles and tropics affect climate.</p> <p>I can give reasons for the climate and weather in the United Kingdom.</p> <p>I can identify climate zones worldwide and their relation to the equator and poles.</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can collect weather data using a range of equipment.</p> <p>I can record weather data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt.</p> <p><i>I can analyse data and explain what I have learnt with increasing independence and accuracy, and relate these findings to world climate issues.</i></p>

Geography Knowledge Unit Progression



Year A

Term 3



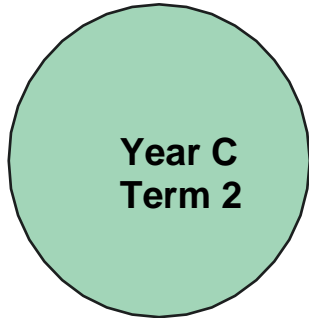
Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
<p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.</p>	<p>I can identify the location of my region in England and the key human and physical features.</p> <p>I can identify some of the countries of North America and their capital cities.</p> <p>I can identify some key settlements in the Western USA.</p> <p>I can give examples of how the landscape in the Western USA varies massively, e.g. climate zones, vegetation belts and biomes.</p> <p>I can identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA.</p> <p>I can identify the Prime/Greenwich Meridian and time zones, including day and night.</p>	<p>I can understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>I can understand that England is a country within the continent of Europe.</p> <p>I can understand that the USA is a country within the North American continent.</p> <p>I can understand that Western USA are regions within the USA.</p> <p>I understand that there are states, cities, and towns within the West Region of the USA.</p> <p>I can make comparisons between my country and the USA in terms of the size of the land and the population.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA/Northern Brazil.</p> <p>I can understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand human processes in my region and Western USA/Northern Brazil, including settlements and economic activity.</p>	<p>I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.</p>	<p>I can begin to use atlases, maps and globes to locate places and describe features studied.</p> <p>I can use atlases, maps and globes with increasing independence to locate places and describe features studied in more detail.</p>

The United States



What are the similarities and differences between my region and the Western United States?

Geography Knowledge Unit Progression



Rivers


What are the features of my local river?

Place Knowledge	Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Physical and Human Processes	
I can understand that physical features are significant within the local area in which they are located.	<p>I can identify the names and locations of the five longest rivers in England.</p> <p>I can identify the location of a river in my region.</p> <p>I can identify the location of the River Trent.</p>	<p>I can identify key features of the River Trent basin, including the source and the mouth.</p> <p>I can understand what rivers are and how they are formed.</p> <p>I can name and explain the different features of rivers.</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using bars and charts.</p> <p>With support I can analyse data and explain what I have learnt.</p> <p>I can analyse data and explain what I have learnt with increasing independence and accuracy.</p> <p>I can present my data using charts and graphs.</p>

Year B Term 3

Biomes and ecosystem

What trees, plants and animals are in our local ecosystem?



Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	
<p>I can understand that physical features are significant within the local area in which they are located.</p>	<p>I can name biomes and vegetation belts that are found across the world.</p> <p>I can name the biomes and ecosystems found in the UK.</p> <p>I can identify the location of the New Forest.</p>	<p>I can understand that you can find different ecosystems, vegetation belts and biomes within countries.</p>	<p>I can understand how the climate impacts the landscape through biomes and vegetation belts.</p> <p>I can understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.</p>	<p>I can use compass points and four-figure references to build my knowledge of the world.</p> <p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can collect data using a range of equipment.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using bars and charts .</p> <p>I can analyse data and explain what I have learnt.</p> <p>I can use 8 compass points and six-figure references to build my knowledge of the world.</p> <p>I can present my data using charts and graphs.</p>

Geography Knowledge Unit Progression



**Year B
Term 1**

UK Depth Study

What is the economic activity of the UK and how sustainable is it?

Place Knowledge	Locational Knowledge		Physical and Human Geography			
Place	Space	Scale	Physical and Human Processes	Interdependence	Environmental Impact	Sustainable Development
I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	<p>I can give examples of some of the geographical features of the UK.</p> <p>I can identify the location of my region within England.</p> <p><i>I can use clues to identify my region's key human and physical geographical features and landmarks.</i></p> <p><i>Give examples of, show the location of and describe some of the key features of the UK.</i></p>	<p>I can understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</p>	<p>I can explore the different types of economic activity in the UK. And begin to understand the human processes.</p> <p><i>I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market.</i></p> <p><i>I can explain how economic activity in the United Kingdom has changed over time.</i></p>	<p>I can begin to understand how countries depend on each other for trade of resources and products.</p> <p>I can understand that events in other places can impact the UK.</p> <p><i>I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products.</i></p>	<p>I can outline the environmental impact caused by different economic activities in the UK.</p>	<p>I can use facts and evidence to judge the sustainability of economic activity in the UK.</p>

Learning about the UK.

Year A

Term 2

Sustainability

How can our school reduce its plastic waste?



Place Knowledge	Physical and Human Geography				Geographical Skills and Fieldwork
Place	Physical and Human Processes	Interdependence	Environmental Impact	Sustainable Development	
I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.	I can understand that human actions can disrupt the natural physical processes on Earth.	<p>I can understand that what happens in the United Kingdom can impact other places.</p> <p>I can understand that events in other places can impact the UK.</p> <p>I can understand that the actions of individuals can have a large-scale impact.</p>	I can explain the impact that plastic waste has on the environment.	I can make suggestions on how the school can reduce the impact it is having on the environment.	<p>I can present my data using bars and charts.</p> <p>I can begin to use my data to explain what I have learnt.</p> <p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can collect data using a range of equipment.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt independently.</p>

Fieldwork Unit – skills.