Primary Progression in Geography

Location & Prior Learning

EYFS (Development Matters): Recognise environments that are different to one, which they live in. Recognise some similarities between life in this country and life in other countries**.**

KS1 (National Curriculum): Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Name and locate its surrounding seas. Name and locate the world's seven continents. Name and locate the five oceans.

KS2 (National Curriculum): 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. 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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know where they live and their address.	Name, locate and identify characteristics of the four countries in the United Kingdom	Name, locate and identify the capital cities of the United Kingdom	**UK:** Name and locate the UK counties and cities and geographical regions of the United Kingdom	**World:** Identify the position and significance of: **equator, northern and southern hemispheres North and South Poles**, **Arctic and Antarctic ,** lines of longitude and latitude/Greenwich Meridian/time zones	**UK:** Name and locate counties, cities and geographical regions of the United Kingdom	**World: Identify the position and significance of Tropics of Cancer and Capricorn**
Know the key features of Hauxton (school, park, church, shop)			Counties of **Eastern England** Cities in **Eastern England** Counties adjacent to **Cambridgeshire** 9 regions of UK		Counties in each region of UK. Main cities in each region	
Know that our school is in a village called Hauxton, near to the town Cambridge	Know that a globe represents the Earth and its countries, seas and oceans.	Locate the world's seven continents Name and locate its surrounding seas	Locate the world's countries, using maps to focus on Europe, North and South America	World locations: Arctic and Antarctic. UK Rivers, Mountains in UK Main rivers in UK & their features Main countries on the Mediterranean sea.	Locate the world's countries, using maps to focus on Europe, North and South America Countries in Europe: **Greece, Egypt**	Circle, the Prime/Greenwich Meridian and time zones (day and night)
Know that we live in a country called the United Kingdom.	Know where Hauxton is in the UK and locate on a map.	Locate the world's continents and oceans Identify and describe the location of the Mediterranean sea	Countries in Europe nearest to UK: **France, Italy** Capital cities: **Paris, Rome, Barcelona**		Countries in North and South America: **Brazil** Capital cities: World locations: **Amazon River, River Nile, China**	North America: **Alaska and California** Capital cities: **Athens** **World locations:** sites of earthquakes & active volcanoes

Misconceptions:

- All cities/towns/villages have the same features
- All oceans have the same physical features such as size and temperature
- UK is not part of Europe (not attached/Brexit). UK is not the same as the United Kingdom

Misconceptions:

- A continent is a country. All continents are the same(size/population/culture)
- UK is not part of Europe (not attached/Brexit). UK is not the same as the United Kingdom
- Africa is one country. All of Africa is poor.

Geographical skills and Fieldwork & Prior Learning

EYFS (Development Matters): Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live.

KS1 (National Curriculum): Use world maps, atlases and globes to identify the United Kingdom and its countries plus other countries and continents studies. 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple compass directions (North, South, East and 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.

KS2 (National Curriculum): use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. 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.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use first-hand experience and photos to explore features of immediate environment (indoor and out)	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 (Hauxton Village)	Use simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if… continues?	Construct bar graphs to present data (Incorporated into topics or discretely in Mapping Skills Unit)	Use maps, atlases, globes and digital/computer mapping (Google Earth) to identify earthquake zones, volcanoes & boundaries between tectonic plates	Use maps, atlases, globes and digital/computer mapping to study and describe earthquake zones, volcanoes & areas at risk of natural disaster (boundaries between tectonic plates)
To share experiences of immediate/local and surrounding environment e.g route to school, parks	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map	Use maps and atlases to find the UK, oceans and continents	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Answer questions using simple data presented in bar graphs and tables.	Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures	Analyse data presented in a variety of ways and use to compare, contrast and make connections between places.
Use first had experiences and photos to make simple maps and pictures	Use world maps, atlases and globes to identify the United Kingdom and its countries plus other countries and continents studies	Use simple compass directions (North, South, East and West)	Use fieldwork to observe and record physical features using a range of methods, including sketch maps and plans	Use fieldwork to study and understand physical features using a range of methods, including sketch maps and plans	Know how contour lines are used to represent hills and mountains on OS maps	Know most OS symbols and use a key Use 4 and 6 figure grid references
To share own experiences of the world around them e.g. where you are going, where you have been.		Use and construct basic symbols in a key	Name the eight points of a compass	Know some OS symbols and use a key	Use fieldwork to observe, measure and record pollution over time and compare this to found information about pollution in cities	Use fieldwork to observe, measure, record and present the human and physical features in Cambridgeshire using a range of methods/

Misconceptions:

- A map will include every detail of an area or place.
- North is always found by pointing our arm out straight (north is north and we need a compass to tell us where the north is).
- It is always warm in spring and summer in the UK!
- Countries nearest the equator never have any rain.

Misconceptions:

- All maps look the same and hold the same information.
- A map will include both physical and human features.
- Humans made rivers and mountains.
- Deserts are only hot.

Place & Prior Learning

EYFS (Development Matters): Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel when they are outside.
KS1 (National Curriculum): Understand geographical similarities and differences through the study of human and physical geography of a small area of UK and non-European country
KS2 (National Curriculum): Understand geographical similarities and differences through the study of human and physical geography of region of the United Kingdom, a region in a European country, and a region within North or South America

Human and Physical Geography & Prior Learning

EYFS (Development Matters): Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons. Describe what they see, hear and feel when they are outside.
KS1 (National Curriculum): Identify seasonal and daily weather patterns in the United Kingdom; location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to human and physical features. Key physical features, including: forest, hill, mountain, soil, valley, vegetation, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, city, town, village, factory, farm, house, office, port, harbour and shop
KS2 (National Curriculum): Describe and understand key aspects of: physical geography, : climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

EYFS & Year 1	Year 2, Year 3 & Year 4	Year 5 & Year 6
On Safari Know some animals live in hot and cold places. Know there are hot and cold places in the world. Know the different weathers/changes in nature in in Winter. Know the names of the four seasons Know the different weathers/changes in nature in in Summer. Describe the different types of weather in the UK Know that we do not have certain animals in England and will compare with Africa. Know that we can only grow certain fruit/vegetables in England. Identify similarities and differences between life in Hauxton and life in a different country - ink to animals	**The journey of a river (Rhine & the Med)** Explore what the water cycle is and why it is important. Learn to describe each process of the water cycle using appropriate vocabulary. Learn how rivers are formed by explaining the processes of erosion and deposition. Find out about the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders. Find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure. Explore some of the causes of river pollution and the effects this has on the environment. Consider ways in which river pollution can be prevented. Consider different ways in which they could find the answers to their questions. They will present what they have found out about the River Nile in a variety of ways. Locate coastal areas they have been to on a map and investigate different coastal areas around the country. Understand what coastal erosion is and how it affects coastlines. Look at features that are formed by erosion, such as caves and stacks and some of the ways that coastal erosion can cause cliff instability. Look at photos of different types of beaches and discuss their similarities and differences using geographical vocabulary, considering both human and physical features.	**Living beneath the canopy and eating chocolate (exploring Brazil)** Know the location of Brazil. Explore the physical geography of Brazil. Understand the importance of the Amazon rainforest. Explore life in a Brazilian city. Explore Rio de Janeiro as a tourist destination. Find out about the urbanisation of Brazil. Explore the culture of Brazil. Know what trade means, why countries trade and reach a judgement about products they most frequently buy and sell. Describe and explain why trade may not always be considered 'fair'; what Fairtrade is and the benefits of being a Fairtrade producer.
Amazing Africa! Know where Hauxton is in the UK and locate on a map; know there is a time difference Know the main features of a traditional home in Kenya. Compare with houses in Hauxton. Know what the weather is like in Kenya and compare with the weather in Hauxton.	**Settlements and Cities** Describe key features of cities and compare these with countryside areas; know the cities that are nearest to Hauxton; name and locate a city in England, Wales, Scotland and Ireland. Name and locate Britain's largest cities. Use information from a graph to find out the fastest growing cities in the UK. Know why Cambridge is one of the fastest growing cities in the UK (focus on the reasons for migration to Cambridge.)	**The Silk Road** Use maps, atlases or digital mapping to locate countries and cities of the early Islamic empire. Communicate geographical information about the round city of Baghdad through an aerial view map. Find out about the Silk Road and the goods traded along it. Use maps, atlases or digital mapping to chart the trading posts and physical features of the Silk Road.

Know the different kinds of transport in Kenya (45% of people walk for their daily trips and many others use public transport and compare with transport in Hauxton.	Compare and contrast the advantages and disadvantages of living in a city	Understand the diversity of biomes found along the Silk Road.
Oceans Know where Hauxton is on a simple map Know where land, sea, rivers are on a globe/map Talk about where seasides, cities, towns and villages are on maps Know the names of some animals that are found in seas Talk about sea travel Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world.	**Climate and Biomes** Know some reasons why places change; Know that some natural events and human activity have changed Hauxton. Know how the quality of local environment has been affected traffic in the village. Collect data (number of vehicles and speed) and views of residents. Make suggestions for change and improvement. Know that satellite images show changes to the environment on a global scale, for example, deforestation. **Ely and the Fens & Agriculture** Know the difference between human and physical features. Use Google Earth to identify features of the local area and my home. Use fieldwork to identify the human and physical features of Hauxton. To identify features and characteristics of the countries of the UK. Explore what biomes are and identify major biomes around the world. Explore how plants survive in extreme environments. Explore the role of plants in agriculture. Identify ways in which humans use plants. Investigate the plants found in mega-diverse countries.	**Map Work** Explore why geographers do fieldwork Explore economic activity, land use and settlements as part of a local area study. Explore climate, Zones, rivers & hills as part of a local area study
Ourselves & Our School Know the names of the four seasons. Know the different weathers/changes in nature in in Autumn. Know and describe the different types of weather in our area. Know they have an address (and begin to learn it). Identify features of school (inside and outside). Identify features of Hauxton village Know that Hauxton is in England and the name of the road that our school is on.	**Mountains** Locate continents and oceans on a globe) Know that very hot places in the world are near the middle of the globe (equator) Know that very cold places in the world are near the top and bottom of the globe (North and South Poles) Describe and compare the physical features of very cold and very hot places.	**Migration through time** Learn about what migration is and how migration has affected the UK's population. Learn about different types of migration (voluntary, forced, short-term, long-term, national and international) and the reasons why people migrate. Learn about the advantages and disadvantages of migration for the host and source country. We will also be looking at how migration has affected the United Kingdom. Learn about economic migrants. Learn what a refugee is and why some people are refugees. Learn how climate change is creating climate refugees
Polar Places Identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns. Describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas. Begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom. Learn more about the way seasonal weather in an equatorial region is different to the weather in the UK. Learn more about the way seasonal weather in a polar region is different to the weather in the United Kingdom. Know some of the features of Antarctica: ice, rocks, mountains, very few plants or trees know some of the ways that living things can survive in Antarctica. Recognise a penguin and some of the things it eats; begin to know about food chains know why there are no polar bears in Antarctica and why penguins don't need to fly.	**Volcanoes and Earthquakes** Locate the Indian ocean and describe near countries physical and human features. Find the location of volcanoes on a world map and compare with the location of boundaries between tectonic plates Know the structure and purpose of volcanoes and the dangers they can pose; how active volcanoes regularly change the landscape and evaluate the advantages and disadvantages of living near an active volcano; reaching a judgement about why they might choose to stay despite the danger of active volcanoes	**Race to the Pole (Antarctic and Arctic Geography)** Locate the Northern and Southern hemispheres on a globe & explore countries in each one. Describe the significance and importance of the equator & explore countries that the equator goes through. Identify the Tropics of Cancer and Capricorn and review the latitude of different countries, including the UK Review why the time is different in different countries. Explain the significance of the Greenwich Meridian and the date-line. Review time zones around the world and the implications of this for human activity. Explore the differences and similarities between the Arctic and Antarctic. Review the natural resources and human activity on each one

Vehicles & Journeys Know where Hauxton is on a simple map Explore aerial maps of our school and identify key features. Identify typical weather in Winter. Know where land, sea, rivers are on a globe/map Talk about where seasides, cities, towns and villages are on maps. Know the names of some animals that are found in seas. Explore and identify river travel.	**Coasts** Locate the world's continents and oceans. Know and compare physical and human features of the seaside with those of our local area know the terms 'coast', 'rural' and 'urban'; know reasons why the seaside is such a popular place to visit what pollution means and examples of how seaside plants and animals can be harmed by it; what a habitat is and the features of one kind of seaside habitat describe and compare how people have enjoyed holidays at the seaside in the past compared with today	**In the Deep (Oceans)** Discover how we are all connected to the ocean. Use map work to name the different areas of the ocean. Use map work to name the different areas of the ocean. Understand what causes tides and how tides affect the ocean. Understand that the ocean supports a great diversity of life and ecosystems. To understand that the ocean is largely unexplored. Learn how shark populations are affected by human activity. Use data to create migratory routes on a map
Fabulous Food Know that that food comes from plants and animals. To be able to use a map and symbols to navigate around a farm. Explore how the seasons affect life on a farm and the differences between life on a farm and life in a town.	**Walk like an Egyptian (Ancient Egypt) & Deserts** Understand that Ancient Egypt was based around the River Nile. Know that because of regular floods, this established the region as one of the world's most prominent ancient civilisations. Know that city states were based in the fertile area along the River Nile. Understand how the floodplains of the river loaded with minerals made it easier to grow crops. Understand how people used the papyrus which grew wildly along the banks of the River Nile to make a range of items like rope, blankets, medicine, and perhaps most importantly, paper. Know how goods and people were transported along the river Nile. Understand how people developed early irrigation methods.	

Misconceptions: • All cities/towns/villages have the same features • All oceans have the same physical features such as size and temperature • UK is not the same as the United Kingdom • Africa is one country. All of Africa is poor. • It is always warm in spring and summer in the UK!	**Misconceptions:** • Countries nearest the equator never have any rain. • Deserts are only hot. • Older human features have always been there. • UK is not part of Europe (not attached/Brexit). • A continent is a country. All continents are the same(size/population/culture)

Disciplinary Knowledge in Geography:

Disciplinary knowledge can be described as actions taken within a particular subject to gain knowledge. Disciplinary knowledge in Geography allows pupils to gain a deeper understanding of the world around them by connecting and applying what they know (substantive knowledge). An example of substantive and disciplinary knowledge is illustrated in the following table:

Substantive Knowledge example (knowing 'what')	**Disciplinary Knowledge example (knowing 'how')**
• Knowledge of the Water Cycle • Knowledge of world climates and biomes • Knowledge of how to read and construct maps and graphs	Applying substantive knowledge to investigate why the Amazon rainforest is so wet. This could be investigated by: • Comparing evidence in the form of data (climate graphs) for the Amazon rainforest with other areas of the world and the human and physical features of the location. • Connecting knowledge of the location of the Amazon rainforest and its proximity to the Equator with knowledge of the water cycle. (The sun is stronger at the Equator as the rays are more direct – this means that more water becomes water vapour at the Equator). • Connecting knowledge to make a hypothesis to answer why the Amazon rainforest is so wet and communicating the hypothesis. • Making connections with knowledge about climate change to pose further questions, for example, is the Amazon rainforest becoming wetter as the climate becomes warmer?

Our curriculum develops substantive knowledge through the study different units that cover the programmes of study from the National Curriculum for Geography. Each of our Geography units poses an enquiry question which enables pupils to apply what they have learned (disciplinary knowledge).