Landscore Primary School

Geography Key Concepts Progression Map

	Locational Knowledge – Enquiry	Place Knowledge – Compare and contrast	Human and Physical Geography	Geographical skills and Fieldwork
EYFS	**ELG: Understanding the World** Children at the expected level of development will: **Past and Present / People, Culture and Communities** ● 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **People, Culture and Communities** ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; **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.			
	Locational Knowledge – Enquiry	**Place Knowledge – Compare and contrast**	**Human and Physical Geography**	**Geographical skills and Fieldwork**
KS1	**Year A Global Comparisons** Compare Crediton with London and Australia **Year B Local Landscapes – Our school** Making maps of school site **Year B – Brilliant Buildings** – locational – UK maps **Year B Pirates** – locational knowledge and key physical features, worlds, continents, oceans and seas. Compass points	**Year A Global Comparisons** Compare Crediton with London and Australia **Year A Farming – County Show** Human and physical geography/ physical features **Year B Pirates** – locational knowledge and key physical features, worlds, continents, oceans and seas. Compass points	**Year A Global Comparisons** Compare Crediton with London and Australia **Year A Farming – County Show** Human and physical geography/ physical features **Year B Local Landscapes – Our school** Making maps of school site **Year B – Brilliant Buildings** – locational – UK maps	**Year B Local Landscapes – Our school** Making maps of school site – fieldwork **Year B Pirates** – locational knowledge and key physical features, worlds, continents, oceans and seas. Compass points
	Look at key landmarks and places. Ask simple geographical questions: Where is it? What's it like? Use books, stories, maps, pictures/photos and internet as sources of information. ● Make appropriate observations about why things happen. Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents. Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	● Investigate their surroundings comparing Crediton to the wider UK and start to contrast with Byron Bay in Australia Building on EYFS knowledge and understanding of the world, people and communities, children begin to compare places in the UK with a place outside of the UK. Children can apply the skills of observing similarities and differences to places as well as people. Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. use key vocabulary to demonstrate knowledge and understanding in this strand: Australia, Australasia, London, compare, capital city, country, population, weather, similarities, differences, farming, culture, river, coast, indigenous, rural, urban.	● Make simple comparisons between features of different places using physical and human features. Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography. Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. Use key vocabulary to demonstrate understanding in this strand including: city, town, village, factory, farm, house, office, port, harbor, shop; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **End point: At end of Year 2:** Children can: a 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	Draw a map (with a key) of a real or imaginary place and follow directions using directional language and the 4-point compass points. Follow a route on a map using an aerial (plan) view. Use an infant map in small scale and large scale to locate places and use relative vocabulary (eg bigger/ smaller). Conduct field work in a familiar location. Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time. Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally

	End point: At end of Year 2: Children can: a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;	**End point: At end of Year 2:** Children can: a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country.	the North and South Poles; b use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; and key human features: city, town, village, factory, farm, house.	chart, pictogram, world map, country, continent, human, physical. **End point: At end of Year 2:** Children can: a use infant world maps, atlases and globes to identify studied countries, 7 continents and 5 oceans; b use simple compass directions (NSEW) and follow directions (up, down, left, right, forwards, backwards) to describe the location of features and follow routes on a map; c devise a simple map; and use class agreed symbols to make a simple key; d use relative vocabulary (eg bigger/ smaller) and begin to spatially match places (eg recognise UK on a small scale and large scale map). e use simple fieldwork and observational skills to study the key human and physical features in the surrounding area; by using a tick-box pro-forma questionnaire; drawing an outline of simple features they observe; using a camera to record what they have seen and labelling the photograph with support.
Lower KS2	**Year A Extreme Earth –** human and physical geography exploring volcanoes and earthquakes **Year A – Ancient civilisations – the Romans** – locate countries on a map of Europe **Year B – Climate Heroes** – looking at different climates around the world, food miles **Year B – Dartmoor Landscape**- exploring physical features	**Year A Extreme Earth –** human and physical geography - volcanoes and earthquakes **Year A – Ancient civilisations – the Romans** – locate countries on a map of Europe **Year A Global Comparison France –** look at similarities and differences between the UK and France. Compare culture, climate tourism, coasts. Learn major cities of the UK and identify other countries in Europe. **Year B – Climate Heroes** – looking at different climates around the world, food miles **Year B – Dartmoor Landscape**- exploring physical features	**Year A Extreme Earth –** human and physical geography- volcanoes and earthquakes **Year A – Ancient civilisations – the Romans** – locate countries on a map of Europe **Year A Global Comparison France –** look at similarities and differences between the UK and France. Compare culture, climate tourism, coasts. Learn major cities of the UK and identify other countries in Europe. **Year B – Climate Heroes** – looking at different climates around the world, food miles **Year B – Dartmoor Landscape**- exploring physical features	**Year B – Dartmoor Landscape**- exploring physical features

	• Children explore the locations of different volcanoes and earthquakes, and different climates and their impact on humans – they ask and respond to questions and offer their own ideas. Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, volcano, earthquake, tectonic plate, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. **End point: At end of Year 4:** Children can: a locate countries and continents around the world, concentrating on environmental regions and key physical and human characteristics; in particular pupils extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America and the Pacific rim area of the Ring of Fire; b investigate places in more than one scale and extending their knowledge by using satellite images and aerial photographs; c 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. d develop their understanding of, and recognizing and identifying key physical and human geographical features; and explore the impact on humans by asking and responding to questions and offering their own ideas	• Children compare and contrast the areas in which volcanoes and earthquakes occur. • Children analyse evidence and draw conclusions e.g. comparing locations photos/pictures/maps and giving reasons why these physical phenomena occur in particular places. • Children compare and contrast the UK and France – looking at differences in both human and physical geography. Building on KS1 knowledge of physical and human geographical features, children begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. use key vocabulary to demonstrate knowledge and understanding in this strand: France, Paris, Dartmoor, city, Devon, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. **End point: At end of Year 4:** Children can: a understand geographical similarities and differences through the study of **human** geography of a region of the United Kingdom; b explore similarities and differences, comparing the **human** geography of a region of the UK and a region in Europe; c understand geographical similarities and differences through the study of **physical** geography of a region of the United Kingdom; d explore similarities and differences comparing the **physical** geography of a region of the UK and a region in Europe ;	• Children look at the human and physical geography around volcanoes and earthquakes to understand how these extreme earth phenomena occur and the impact they have on humans. • Children look at the human and physical geography in a local area (Dartmoor) looking at why the landscape is as it is and the impact it has on humans and animals that live there, and how this may have changed over time. Children locate a range of the world's most significant human and physical features as well as looking at significant local features. They can explain how physical features have formed, why they are significant and how they can change. They can explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Building on KS1 knowledge of comparing physical and human features of different places, children now develop a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. **End point: At end of Year 4:** Children can: **describe and understand key aspects of:** a physical geography, including: climate zones, volcanoes, earthquakes and weather; b human geography, including: types of settlement and land use;	Study the landscape of Dartmoor including physical and human features and make a map of a short route experienced with features in correct order. Locate Dartmoor on a large scale map and follow a route on a large scale map and begin to match boundaries. Children collect, analyse and communicate a range of data gathered through fieldwork. Building on KS1 knowledge of basic map skills including directions, following a route and a tick-box pro-form questionnaire, children develop their map skills further. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. **End point: At end of Year 4:** Children can: a use maps, atlases, globes and digital/computer mapping and aerial photographs to locate countries and describe features studied; b use 4 compass points well and begin to use 8 compass points; use single letter/ number coordinates to find features on a map; c use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world with a focus on Dartmoor; d use fieldwork to observe and present the human and physical features in the local area using sketch maps and plans and digital technologies; e suggest questions to ask as part of an investigation f annotate sketches and photos with descriptive and explanatory labels; g use a camera independently and locate a photo on a map.

Upper KS2	**Year A – Global comparison – Amazon Rainforest** – similarities and differences/human and physical climate zones / trade links. Locational knowledge **Year B – Ancient civilisations – Egyptians** Land use and settlements- why did they settle next to the Nile **Year B – Climate Heroes**- climate change – diff ways climate change affects climates and biomes **Year B – Rivers** – from source to sea – major rivers of the world	**Year A – Global comparison – Amazon Rainforest** – similarities and differences/human and physical climate zones / trade links. Locational knowledge **Year B – Ancient civilisations – Egyptians** Land use and settlements- why did they settle next to the Nile **Year B – Climate Heroes**- climate change – diff ways climate change affects climates and biomes **Year B – Rivers** – from source to sea – major rivers of the world	**Year A – Global comparison – Amazon Rainforest** similarities and differences/human and physical climate zones / trade links. Locational knowledge **Year A – World war 2** **Year B – Ancient civilisations – Egyptians** Land use and settlements- why did they settle next to the Nile **Year B – Climate Heroes**- climate change – diff ways climate change affects climates and biomes **Year B – Rivers – from source to sea** – major rivers of the world	**Year A – Farming – County Show** **Year B – Rivers – from source to sea** – major rivers of the world – fieldwork River Dart from source to sea
	Children develop their understanding of recognising and identifying key physical and human geographical features of the world – in particular in South America and Egypt ; how these are interdependent and how they bring about spatial variation and change over time. Building on LKS2 knowledge in this strand, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom, Egypt and South America.. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key, biome. **End point: At end of Year 6:** Children can: a use maps to locate Egypt and countries in South America, and focus on their environmental regions, biomes, key physical and human characteristics, and major cities; b locate major rivers on a world map; c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; d use their knowledge of longitude, latitude, co-ordinates and indexes to locate places.	Children develop their analytical skills by comparing areas of the UK with areas outside such as South America, Egypt and other biomes. Building on LKS2 knowledge in this strand, they will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions. use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. **End point: At end of Year 6:** Children can: a understand geographical similarities and differences through the study of **human** geography of a region of the United Kingdom and a region in South America and other biomes; b understand geographical similarities and differences through the study of **physical** geography of a region of the United Kingdom and a region in South America and other biomes.	Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America (Amazon rainforest) as well as understanding, explaining and exploring different biomes around the world. They will also explain how rivers are formed, why they are significant and how they can change. They can locate and compare rivers around the world and the impact they have on the landscape and human life around them. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Building on LKS2 knowledge in this strand, children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental. **End point: At end of Year 6:** Children can: **describe and understand key aspects of:** a physical geography, including: climate zones, biomes and vegetation belts, mountains and rivers; b 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. Children can: • explore human geography and understand and	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. They draw maps based on their own data and begin to draw plans of increasing complexity. They follow a short route on an OS map and describe features on an OS map. Building on LKS2 knowledge in this strand, children build on their map and fieldwork skills. Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph. **End point: At end of Year 6:** Children can: a use maps, atlases, globes and digital/computer mapping to locate countries and describe features; b use a scale to measure distances c use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) as well as latitude and longitude on atlas maps; d use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, digital technologies, e suggest questions for investigating; conduct formal interviews; annotate sketches to describe and explain geographical processes

			describe different aspects of the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. • describe different types of biomes and settlements; • explain how physical features (eg rivers) have formed, why they are significant and how they can change. They can understand how these are interdependent and how they bring about spatial variation and change over time.	and patterns; f use primary and secondary sources of evidence in their investigations.