



## Geography Knowledge and Progression Map - Cycle A

The learning journey for Geography begins in the Early Years when children begin exploring our carefully planned indoor and outdoor environment. Through continuous provision, child led learning and adult directed activities, children in the Early Years will develop their skills and knowledge of Geography. In our Early Years we understand the importance of 'the unique child' and therefore understand that children will take individual journeys to reach these goals. Adults are aware of the journey that children in our Early Years embark on and use assessment of the children and in the moment planning to identify their next steps and ensure progression for each individual child.

By the end of The Early Years children will be able to:

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

### Key vocabulary:

Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, route, journey, home, woods, forest, trees, map, bridge, street, house, school, playground, church, zebra, crossing, traffic lights, park, field, sea, farm, pavement, left, right forwards, backwards, above, under, next to, inside, outside, on top of, around, near to

Rising 3's	Autumn	Spring	Summer
		<b>Themes:</b> Nursery Rhymes Where do you like to shop?	<b>Themes:</b> Bears, Bears, Bears! What lives in the garden?
		➤ Notice differences between people.  <b>Experience:</b> Visit to local supermarket	➤ To explore and enjoy the natural world. ➤ To explore and have respect for living things. ➤ Explore and respond to different natural phenomena in their setting and on trips.  <b>Experience:</b> Bug Hunt in school grounds Visit from Pert encounters



Nursery	Autumn	Spring	Summer
	Themes: Would you like to snuggle up with a book? What is your favourite toy?	Themes: Nursery Rhymes Where do you like to shop?	Themes: Bears, Bears, Bears! What lives in the garden?
	<ul style="list-style-type: none"> <li>➤ Explore and talk about natural things going on around them</li> <li>➤ Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> <p><b>Experience:</b> Visit to library</p>	<ul style="list-style-type: none"> <li>➤ Have an awareness that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul> <p><b>Experience:</b> Visit to local supermarket</p>	<ul style="list-style-type: none"> <li>➤ Talk about what they see, using a wide vocabulary.</li> <li>➤ Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> <p><b>Experience:</b> Bug Hunt in school grounds Visit from Pet encounters</p>
Rec	Autumn	Spring	Summer
	Themes: What makes me special? Who lives in the woods?	Themes: Food and Materials Transport and Journeys	Themes: Plants and Animals Space: To Infinity and beyond!
	<p><i>Understanding the world; People, Cultures and Communities</i></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Recognise some environments that are different from the one that they live in</li> <li>➤ Identify the name of the road and the town the school is located in.</li> </ul> <p><b>Human and physical Geography:</b></p> <ul style="list-style-type: none"> <li>➤ To ask questions about the natural environment.</li> <li>➤ To respect and care for the natural environments</li> <li>➤ To know that some things in the world are man-made and some things are natural</li> </ul> <p><b>Geographical skills and field work:</b></p> <ul style="list-style-type: none"> <li>➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> </ul>	<p><i>Understanding the world; People, Cultures and Communities</i></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know that there are different countries in the world and have an understanding of the similarities and differences between countries</li> <li>➤ Recognise some environments that are different from the one that they live in</li> <li>➤ Identify the names of local roads surrounding the school.</li> </ul> <p><b>Human and physical Geography:</b></p> <ul style="list-style-type: none"> <li>➤ To know some important processes and changes in the natural world</li> <li>➤ To learn the effect that that transport can have on the environment</li> <li>➤ To know that some things in the world are man-made and some things are natural</li> </ul>	<p><i>Understanding the world; People, Cultures and Communities</i></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know that there are different countries in the world and have an understanding of the similarities and differences between countries</li> </ul> <p><b>Human and physical Geography:</b></p> <ul style="list-style-type: none"> <li>➤ To know about features of the world and Earth</li> <li>➤ 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</li> </ul> <p><b>Geographical skills and field work:</b></p> <ul style="list-style-type: none"> <li>➤ To learn what a map is and what it is used for</li> </ul>



- Question why things happen and give explanations

**Substantive knowledge:**

- To know some important processes and changes in the natural world around them, including the seasons and changing states of matter
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
- Describe what they see, hear and feel whilst outside.
- Make observations of the natural world.
- Describe and comment on things they have seen whilst outside, including plants and animals.

**Disciplinary knowledge:**

- To observe changes in their immediate environment

**Experiences:**

Houses on our street - fieldwork investigation  
Visit to Stocks Wood

**Key vocabulary:**

Houses – detached, semi-detached, bungalow, flats, apartments, static homes, cottage, terraced, buildings, high rise, cellars, attics, conservatory, garages. (Builds upon Nursery 'It's good to be me' unit)  
Forest, woods, woodland, trees, leaves, soil, grass, flowers, bushes, (variety of plant names e.g. dandelions, daisies etc and trees e.g. oak) path, pavement, hills

- 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

**Geographical skills and field work:**

- To learn what a map is and what it is used for
- To know that simple symbols are used to identify features on a map
- Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'

**Substantive knowledge:**

- To know some important processes and changes in the natural world around them, including the seasons and changing states of matter
- To know that the world around us changes over time (e.g. Seasons)
- To know where our food comes from
- To know which country we live in
- To know that there are other places in the world that are significantly different to where we live
- To explain similarities and differences between life in this country and life in other countries
- Identify a range of contrasting environments within both their local and national region.
- Use the vocabulary needed to name the immediate environment and specific features of the world, both natural and made by people.
- Share non-fiction texts that offer an insight into contrasting environments.
- To explain similarities and differences between life in this country and life in other countries, drawing on their experiences and what has been read in class (non-fiction stories, maps etc...)

- To know that simple symbols are used to identify features on a map
- Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'

**Substantive knowledge:**

- To explain similarities and differences between life in this country and life in other countries, drawing on their experiences and what has been read in class (non-fiction stories, maps etc...)
- To know some important processes and changes in the natural world around them, including the seasons and changing states of matter
- Use relevant, specific vocabulary to describe contrasting locations.

**Disciplinary knowledge:**

- To offer explanations for things they have observed
- Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary stories

**Experiences:**

Trip to Lake District Wildlife Park

**Key vocabulary:**

Map, route, journey, England, transport, world, country, North America, Space



		<p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ To offer explanations for things they have observed</li> </ul> <p><b>Experiences:</b> Visit to Strudda Bank Farm Transport fieldwork investigation (High street and George Street comparison)</p> <p><b>Key vocabulary:</b> Map, route, journey, England, transport, world, country, bus, train, car, plane, natural, man-made</p>	
KSI Year 1/2	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Theme: What is an Island?</b>	<b>Theme: Where in the world in Kenya?</b>	<b>Theme: Would you like to be beside the seaside?</b>
	<p><b>National Curriculum Links:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>➤ name and locate the world's seven continents</li> <li>➤ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> </ul> <p><b>Human and physical geography</b> <i>use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <li>➤ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>➤ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>➤ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>➤ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>➤ use simple compass directions (North, South, East and West) and locational and directional language [for</li> </ul>	<p><b>National Curriculum Links:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>➤ name and locate the world's seven continents and five oceans</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>➤ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>➤ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p><i>use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <li>➤ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>➤ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>➤ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>➤ use simple compass directions (North, South, East and West)</li> </ul>	<p><b>National Curriculum Links:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>➤ name and locate the world's seven continents and five oceans</li> <li>➤ name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>➤ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>➤ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p><i>use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <li>➤ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>➤ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>➤ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents</li> </ul>



- example, near and far; left and right], to describe the location of features and routes on a map Geography
- 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 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.

**Substantive knowledge:**

- To know that geography is the study of the connections between people and places.
- Name and locate the 7 continents of the world
- Name and locate the countries and capital cities of the United Kingdom
- Know what an island is
- Identify the location of Iceland and Madagascar
- To know the physical and human geographical features of an island.
- To identify the features of the local environment (Whitehaven) and Iceland/Madagascar
- The equator is an imaginary line drawn around the Earth halfway between the North and South Pole
- To know what a map is and how to use it.

**Disciplinary knowledge:**

- Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe.

- and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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

**Substantive knowledge:**

**To know:**

- The location of Africa
- The location of the UK
- The location of Kenya/England and Nairobi/London, their weather patterns and physical features
- The equator is an imaginary line drawn around the Earth halfway between the North and South Pole.
- The human features of Nairobi and London.
- The lives and culture of people in Kenya- focussing on the Maasai tribe and children who live in Nairobi.

**Disciplinary knowledge:**

- Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles;
- Compare their own location and the city of London with the location of Kenya in relation to the Equator and the north and south poles;
- Identify, describe and observe the types of traditional homes found in Kenya and compare and contrast these with their own homes.
- Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next.
- Recognise, describe and suggest reasons for the similarities between a school/ school life in one school in Kenya and their own school.

- and oceans studied at this key stage
- 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 Geography
- 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

**Substantive knowledge:**

**To know:**

- The UK (United Kingdom) is made up of 4 countries; England, Scotland, Northern Ireland and Wales.
- The seas around the UK – North Sea, Irish Sea, Atlantic Sea and English Channel.
- The coastline around the UK is where you would find seaside resorts.
- The location of a variety of seaside resorts in the UK - (St Bees, Blackpool, St Ives)
- Human and physical features of the seaside
- People can harm or kill wildlife with their rubbish.
- A map is an image of a place usually drawn from above and symbols are pictures that identify places on a map. The key explains what the symbols mean.
- The equator is an imaginary line drawn around the Earth halfway between the North and South Pole.
- The location of the North and South Pole.

**Disciplinary knowledge:**

- Identify and locate selected seaside resorts in the United Kingdom in relation to the four nations of the country and their surrounding seas.
- Identify and describe the main physical and human features of seaside environments.



	<ul style="list-style-type: none"> <li>➤ Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments.</li> <li>➤ Use aerial maps to identify and observe familiar physical and human geographical features of the immediate vicinity of their school.</li> <li>➤ Through fieldwork, observe and record in a variety of ways, significant examples of physical and human geographical features of the local area and other environments.</li> <li>➤ Use maps to plot, describe and explain a geographical walk around the local area,</li> </ul> <p><b>Wider Curriculum Links:</b> PSHE</p> <p><b>Visits/Experiences:</b> Fieldwork- identifying human and physical features of the local area</p> <p><b>Key vocabulary:</b> World, Continent, <b>island</b>, Country, County, Town Asia, Africa, North and South America, Antarctica, <b>Europe</b>, Australia. <b>UK, England</b>, Scotland, Wales, Northern Ireland. <b>Cumbria, Whitehaven</b>, seas and oceans, - North Sea, Irish Sea, Atlantic Ocean, Coast, coastline, English Channel Greenland Sea, North Atlantic Ocean, Indian Ocean, Mozambique Channel</p>	<ul style="list-style-type: none"> <li>➤ Identify and describe the natural locations in Kenya; mountains, coastal, desert.</li> <li>➤ Use Google Earth to identify, locate and begin to explain the distribution of the human and physical geographical features of Kenya and compare these with their local area.</li> </ul> <p><b>Wider Curriculum Links:</b> PSHE</p> <p><b>Visits/Experiences:</b> Kenya talk from Paul Nutsford</p> <p><b>Key vocabulary:</b> World, Continent, Country, Capital City, Ocean Asia, <b>Africa</b>, North and South America, Antarctica, Europe, Australia. Pacific, Atlantic, <b>Indian</b>, Southern, Arctic. East Africa, Kenya, Nairobi, city, town, village, equator, River Nairobi, African, wildlife, drought, mudhuts, Mount Kenya, National Park, nature reserve, mountains, savanna, highlands, landscape, climate, Massai tribe</p>	<ul style="list-style-type: none"> <li>➤ Use aerial maps to identify and observe familiar physical and human geographical features of the seaside resorts they are studying.</li> <li>➤ Devise a simple map and use and construct simple symbols in a key.</li> <li>➤ Provide reasons as to why it is important to protect living things at the seaside.</li> <li>➤ Describe popular activities undertaken at the seaside;</li> <li>➤ Identify, describe and offer reasons for the presence of pollution on a beach.</li> <li>➤ Describe and explain how people can take greater care of the seaside environment.</li> </ul> <p><b>Wider Curriculum Links:</b> Science – habitats and food chain diagram. History – the development of the seaside resort.</p> <p><b>Visits/Experiences:</b> Fieldwork – St Bees Beach</p> <p><b>Key vocabulary:</b> World, Continent, island, Country, County, Town Asia, Africa, North and South America, Antarctica, <b>Europe</b>, Australia. <b>UK, England</b>, Scotland, Wales, Northern Ireland. <b>Cumbria</b>, Lancashire, Cambridgeshire, <b>St Bees, St Ives (Cornwall), Blackpool</b> Environment, Wildlife – habitats, pollution, Physical features - beach, coastline, shore, sand, pebbles, rocks, rockpool, shells, water, sea, waves, vast, shallow, deep, cliffs, caves, hills Human features –promenade, pier, lighthouse, harbour, port, resort, tourist, beach huts, groynes Victorians, holiday destination,</p>
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	<p><b>Iceland -</b>  Capital City - Reykjavik, volcanic, glaciers, fjords, ice fields, mountainous, geysers, coastline  Climate, weather, temperature, hot, cold, snow, rain, wind, changeable, temperate, gulf stream</p> <p><b>Madagascar -</b>  Capital City – Antananarivo, hills, mountains, rainforests, deserts, grassy plains, coral reef, coastline  Climate – hot rainy season, cooler dry season, tropical storms, cyclones,  town, factory, house, office, harbour, school, church and shops  beach, cliff, coast, hill, mountain, sea, and ocean.  Photograph, Aerial map – Google Earth, <i>Compass N, S, E W,</i>  <i>Direction – near, far</i></p>		
<p><b>Future Learning LKS2</b></p>	<p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>● Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>● Local study – Whitehaven covering human and physical features, use maps, atlases, globes and digital/computer mapping to locate</li> <li>● 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</li> <li>● Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>● Use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>		
<p><b>Future Learning UKS2</b></p>	<p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Describe and understand key aspects of: 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</li> </ul>		



- Locate the world's countries, using maps to focus on South America (Brazil), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- 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
- Use the eight points of a compass, 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