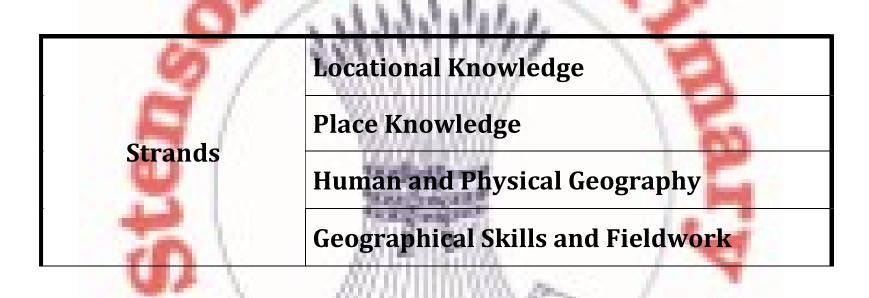
Geography Disciplinary Concepts: Progression



Locational Knowledge				
	EYFS	Year 1	Year 2	
	ST WHITE	 name the four countries that make up the UK and locate them on a map; name the three main seas that surround the UK. name and locate the seven continents of the world; name and locate the five oceans of the world; 	 name some major cities, including the capital cities of England, Wales, Scotland and Northern Ireland; locate where they live on a map. 	
Year 3	Year 4	Year 5	Year 6	
 name and locate at least eight counties and at least six cities in England; know the difference between the British Isles, Great Britain and the UK; locate and name some of the main islands that surround the UK; know, name and locate the main rivers in the UK 	know the names of and locate at least eight major capital cities across the world; know the names of, and locate, a number of south or north American countries; (e.g. Brazil, Congo, Peru) locate and name the main countries in South America on a world map and atlas.	locate the USA and Canada on a world map and atlas; know where the equator, Tropic of	 identify and name the tropics of Cancer and Capricorn as well as the Artic and Antarctic circles; locate the lines of longitude and latitude; know about time zones and work out time differences around the world. name and locate at least eight European countries; name at least four countries from the southern hemisphere and four from the northern hemisphere (England, 	

Place Knowledge				
	EYFS	Year 1	Year 2	
	ST WHITE	compare Stenson Fields to a seaside location within the UK (Isle of Struay in Scotland).	 compare Stenson Fields to a small area of Kenya use key vocabulary to demonstrate knowledge and understanding in this strand: 	
Year 3	Year 4	Year 5	Year 6	
compare similarities and differences of Cromford in Derbyshire (Region of the UK) to Stenson Fields	explore similarities and differences comparing the physical geography of a region of the UK and a region of South America (Amazon Rainforest) use key vocabulary to demonstrate knowledge and understanding in this strand understand the geographical similarities and differences through the study of Rome and Italy (European country)	similarities and differences from	 use key vocabulary to demonstrate knowledge and understanding in this strand understand geographical similarities and differences between different countries in the world. (UK, Germany, Poland, Russia etc.) understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; 	
	Commun	ity School		

Human and Physical Geography				
	EYFS	Year 1	Year 2	
		use basic geographical vocabulary to demonstrate knowledge and understanding in this strand: (beach, cliff, coast, mountain, ocean, hill) refer to human and physical features of a place (Use differentiated vocabulary) (house, port, harbour)	 Weather – Identify seasonal and daily weather patterns in the UK. Identify the location of hot and cold areas of the world. Relate hot and cold areas to their position to the equator. use basic geographical vocabulary to demonstrate knowledge and understanding in this strand: Refer to human and physical features of a place (Use differentiated vocabulary) (soil, vegetation, season, weather) 	
Year 3	Year 4	Year 5	Year 6	
Identify different parts of a river Consider and describe how and why rivers are used by people. Describe and understand types of settlement Identify physical and human differences between Egypt and Derby. Describe and understand key aspects of the water cycle.	Describe and understand how volcanoes are formed. (key aspects) Understand where volcanoes form	How has land use in the UK changed over time? What are some of the physical aspects of the geography of the UK? Understand trade links Understand how land can be used in different places Describe and understand climate zones Describe and understand some biomes Describe and understand vegetation belts	 Compare the human and physical geography of a variety of countries that were part of World War 2. Understand the financial impact of tourism. Understand the physical impact of tourism. Describe, understand and compare climate zones that different countries are in. Describe and understand key aspects of mountains 	

Geographical Skills and Fieldwork				
	EYFS	Year 1	Year 2	
		Use compass directions and	 Use maps, atlases and globes to identify where hot and cold countries can be found. Use aerial photographs to identify features and landmarks of Kenya Use maps, globes and atlases to identify and name the 7 continents and oceans. 	
Year 3	Year 4	Year 5	Year 6	
 Use maps to identify and locate places within the UK. Use aerial photographs and digital mapping in order to identify features of places within the UK. Use maps, atlases and globes to identify and locate other countries – Egypt. Identify and describe features of another country using mapping. Record and present the physical and human features of the local area and a comparison. (Cromford). Use digital technologies to compare human and physical features. 	Use maps, atlases, globes and digital technologies to locate countries. Use maps, atlases, globes and digital technologies to describe features of a specific country. Use symbols on maps to build knowledge and understanding of a place and its features. Record and present information about human and physical features of a city/country.	 Use digital technologies to observe human and physical features of the UK and how these have changed over time. Use points of a compass to build their knowledge of the United Kingdom and the wider world. Use grid references to build knowledge of the United Kingdom and the wider world. 	 Use maps, atlases and globes to locat a variety of countries and describe some of their features. Use the eight points of the compass, four and six-figure grid references to build knowledge of different countries. Make graphs to show data collected about human activities. 	