Hazelwood Schools

Geography

Knowledge and Skills Progression

Locational Knowledge	
EYFS	
Nursery	**Reception**
• Locate places and resources in Nursery • beginning to have an awareness that there are other countries in the world	• Describe my own environment and local area • Know our school is on Hazelwood Lane in Palmers Green • 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**.(ELG)**

Locational Knowledge All pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Name and locate the four countries making up the British Isles, with their capital Cities. • Name the surrounding seas of the United Kingdom. • Identify the main features of each of the four countries that make up the United Kingdom.	• Name and locate the world's seven continents and five oceans	• Name/locate on map/digital map major regions and cities in UK • Describe the locations of the geographical regions of the UK, our nearby counties and major UK cities. • Investigate and compare the locations of major earthquakes and volcanoes (within Europe) and around the world and understand how these link to the location of the world's tectonic plates.	• Name/locate on map/globe/digital map a variety of major countries/cities in Europe • Name and locate the world's climate zones using a world map. • Name and locate the world's major biomes and vegetation belts using a world map. • Identify and locate Spain using maps and compare to the location of our region.	• Locate the countries of **North and South** America and use maps to identify major regions, cities and human and physical characteristics of the Americas. • Identify lines of longitude on a world map, including the Prime Meridian Locate the position of the Tropics of Cancer and Capricorn as lines of latitude. • Locate position of time zones within the Americas. • Identify and locate Rio de Janeiro using maps and compare to the location of other regions	• Locate, investigate and compare the major rivers of the world, the UK and our locality. • Identify and locate major coastal towns in the UK (nearer to our locality). • Locate and compare major mountain ranges of the world and the UK. • Apply all locational knowledge gained from Y1- 6 through study of sustainability.

Place knowledge	
EYFS	
Nursery	**Reception**
• Talk about what I see in my own environment (school and home) • Talk about my home and the places that I know like the park, the shops, the library	• Describe my own environment and local area • Describe another environment e.g. desert, Artic etc • 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**.(ELG)**

Place knowledge All pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Name, describe and compare familiar place • Know about some present changes that are happening in the local environment e.g. at school • Suggest ideas for improving the school environment	• 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 • Discuss where in the world it is hot and cold in relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles. Identify key • Link their homes with other places in their local community	• Understand why there are similarities and differences between places • Develop an awareness of how places relate to each other • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (south East) • Investigate and identify the key human and physical geographical features of the UK locations studied and of the continent of Europe (Sicily).	• Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Spain). • Make comparisons between some of the physical and human geographical features of a European country (Spain) and the UK. • Understand some of the effects of climate on the human and physical geography of places.	• Make comparisons between the human and physical geography of the continents of the Americas and UK • Compare and contrast a range of the human and physical features of North and South America, identifying similarities and differences. • Investigate and describe the human and physical geographical features of the regions in South America studied (Rio and the Amazon Rainforest) and compare them to other regions previously studied. • Suggest and evaluate reasons for geographical similarities and differences between locations.	• Describe some of the effects of economic activity and distribution of natural resources on the people who live in the places studied. • Explain how human and physical features and processes interact and cause change over time. • Suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources. • Understand some of the ways in which coastal areas and coastal features are affected by physical processes and human activity. • Understand some of the ways in which rivers (including the Thames) affect the human and physical geography of places.

Human and Physical Geography	
EYFS	
Nursery	**Reception**
• Talk about similarities and differences in relation to friends or family, in people, countries and communities • Develop a positive attitude about the differences between people, countries and communities	• Describe another environment e.g. desert, Artic etc • Describe my own environment and local area • 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**.(ELG)** • Talk about my family and people in the community and their roles • talk about the differences in lives in other countries • 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. (ELG)

Human and Physical Geography All pupils 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					
KS1		**KS2**			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season • Begin to understand human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features. • Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill,	• Understand the terms 'physical geography' and 'human geography'. • Understand key human and physical features of familiar places including the school, its grounds and the surrounding environment • Begin to share opinions on the features of the immediate environment • Make simple comparisons between the key human and physical features of places studied (e.g. Bath and Kenya)	Describe and understand key aspects of: **Physical geography** • including: volcanoes and earthquakes • Begin to understand what a volcano is and describe how a volcano can impact the human and physical geography of a place (focus on Mount Etna in Sicily) • Understand the key features of and the physical processes involved in the formation of volcanoes and earthquakes.	• Identify human / physical features / key topographical features/characteristics of European countries (inc Spain) • Describe and understand key aspects of: **Physical geography** • Explore weather patterns around parts of the World • Describe and understand the concept of climate. • Identify the key features of the world's climate zones, biomes and vegetation belts	Describe and understand key aspects of: **Physical geography,** • Understand the impact of climate zones and biomes on the human and physical geography of the Americas. **Human geography**, • Understand how humans affect the environment over time (deforestation in Amazon) • Identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied (Rio de Janeiro	Describe and understand key aspects of: **Human geography**, Fair trade & trade links • Understand the trade links between the UK and a specific country • Understand the Fairtrade movement and why some people choose Fairtrade products; physical and human geographical features of a locality has an impact on economic activity and suggest ways in which the local economy/services could be improved. • Energy Identify how the

mountain, sea, season and weather ● Use basic geographical vocabulary to refer to: Key human features, including: city, town, village	● Use basic geographical vocabulary to refer to: Key physical features, including: mountain, sea, ocean, river, soil, valley, vegetation and weather ● Use basic geographical vocabulary to refer to: Key human features, including: factory, farm, house, office, port, harbour and shop		● Understand the main processes of the water cycle and describe some of its effects on the climate and physical geography of the Earth. **Human geography,** ● Identify and describe land use in the UK and understand how this has changed over time in the locations studied ● Understand what a settlement is and know the services and features of different types of settlements	and the Amazon Rainforest in Brazil.)	● Know the environmental and human impact of different forms of energy ● Understand the concept of sustainability ● Investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved. ● Understand how humans affect the environment over time. **Physical geography** **Rivers and Mountains** ● Understand and explain how **rivers** can impact and change the physical and human geography of the locations studied. ● Know the main features of mountains and make comparisons between them ● Understand the effects of mountains on climate and climate on mountains

Geographical Skills and Fieldwork	
EYFS	
Nursery	**Reception**
• Use senses to explore • Sometimes ask questions about things in my direct environment • Comment on recent pictures of celebrations or special times in my life e.g Holidays	• Explore and talk about the world using what I know from stories/ non-fiction • Explore Google Earth , Altas and Globes (with support of an adult) • Create simple maps ((linked to interests- treasure maps, road maps) • Use positional language to describe • Explore the natural world around them, making observations and drawing pictures of animals and plants

Geographical Skills and Fieldwork

All pupils are 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, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

KS1		KS2			
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Use a UK map to identify countries, capitals and surrounding seas. • Begin to follow routes on prepared maps • Use basic symbols in a key • Draw own maps and plans by drawing around shapes/using own symbols • Use tallies and simple tables (*from Maths NC)* • Begin to use aerial/satellite photos and plan perspectives to recognise familiar features	• Use world maps, globes and atlases to identify locations studied • Devise a simple map of a place in the local area • Use and construct basic symbols in a key • Begin to recognise and identify basic OS symbols • Use simple grid references (e.g. A1, D7) to locate squares on a map • Zoom in/out and begin to highlight/annotate digital maps	• Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. • Create a simple sketch map e.g. of a short route followed, with symbols and a key • Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity) • Know that four-figure grid references can be used to	• Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied. • Use the contents/index of an atlas • Draw a map (including symbols and key)from a description and compare to other maps • Use complex keys (e.g. making estimates based on size of symbols)	• Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied • Explain ideas using a thematic map for reference • Draw to scale from given measurements/using observations and compare to other maps • Compare and evaluate maps with different scales • Begin to create own complex keys using	• Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied • Confidently use distribution/thematic maps to illustrate an idea or discussion • Explain how types of map give different perspectives/show prejudice (e.g. Peters Projection)

• Engage in simple, teacher-led fieldwork enquiries • Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences. • Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes. • Understand what a compass is and begin to use one for simple navigation.	• Use pictograms, tally charts, and simple tables (from Maths NC) • Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features • Engage in teacher-led/guided enquiries • Use first-hand observation to comment on features/patterns/ • similarities and begin to measure using standard units • Use a compass (four compass points) to follow and describe routes • Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).	identify locations and begin to use them. • Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road) • Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC) • Use bar charts and more complex tables (from Maths NC) • Begin to understand the purpose/reliability of different image types • Engage in guided enquiries and begin to suggest own questions for enquiry • *Begin to evaluate own observations and compare them with others • Understand the eight compass points and begin to use them to follow routes • Apply age –appropriate Maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales) • Secure use of left/right from any perspective (e.g. with an upside-down map) and use eight compass points to describe routes	• Understand the purpose of contour lines on maps. • Begin to draw to scale and understand and use scale-bars (link to integer correspondence from Maths NC) • Use scales to estimate distances e.g. along a road/river • Use four-figure grid references to identify and describe locations. • On digital maps, accurately measure distances, including non-linear distances and annotate with markers, text, photographs, hyperlinks, etc. • Use bar charts, time graphs and discrete and continuous data (from Maths NC) • Understand and explain the purpose/reliability of different image types, including oblique views • Engage in guided enquiries and suggest own questions for enquiry • Evaluate own observations and compare them with others • Use the eight points of a compass to follow and describe routes and identify locations	mathematical concepts (e.g. size of symbol for quantity) • Begin to use six-figure grid references to identify and describe locations • On digital maps, use linear and area measuring tools and start to use and contrast digital maps at different scales • Complete and interpret tables (including timetables where appropriate) and line graphs (from Maths NC) • Compare images that have been altered using digital technologies and explain the impact that this has (e.g. reliability) • Begin to complete enquiries based on own suggested questions • Evaluate own observations, compare them with others and begin to draw conclusions • Convert between the eight points of a compass and azimuth bearings (e.g. NE = 45˚) and use to follow/describe routes • Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area scales, negative numbers for temperature,	• Design/draw distribution/thematic maps • Create scale-bars on maps and draw to scale for maps/sketches, comparing own drawing to other maps and evaluating accuracy • Create own complex keys using mathematical concepts (e.g. size of symbol for quantity, using metric/imperial equivalents) • Use six figure grid references to identify and describe locations • On digital maps, use linear and area measuring tools confidently to illustrate ideas and make appropriate selections from maps to inform research • Interpret and construct pie charts and line graphs based on data and calculate and interpret the mean as an average (from Maths NC) • Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability • Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results

			• Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area and scales)	equivalences between metric and imperial measures)	• Evaluate own observations, compare them with others and draw conclusions • Show awareness of the 16-point compass rose and compass quadrant bearings (e.g. 103˚ = S 77˚ E) • Apply age-appropriate Maths knowledge to understanding of Geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial measures, calculating volume)

National curriculum

KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- 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
- 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.

KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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)

Place knowledge

- 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

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Geographical skills and fieldwork

- 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.