



Geography Knowledge Progression

Reception

	Autumn	Spring	Summer
People, Culture and Communities Reception year ELG (bold)	<ul style="list-style-type: none"> Understand that some places are special to members of their community – Visit church for Christmas service/Temple/Synagogue To 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 e.g. Why and how people celebrate Diwali. Why and how people celebrate Hanukah To know similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps (when appropriate) e.g. When and where was Jesus born compared to us? 	<ul style="list-style-type: none"> Talk about how different members of our family and our community (different occupations) help us and their role in society. People Who Help Us e.g. firefighters, police, medical professionals, assembly to celebrate end of unit learning Draw information from a simple map e.g. draw the route to the local post box To know similarities and differences between life in this country and life in other countries – church for Easter service To know that some environments are different to the one in which they live e.g. caring for our environment: reuse or recycle To recognise their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps e.g. Messy Magpie To know similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps (when appropriate) e.g. Look at maps of our school and local area, e.g. plan a route to the post box and follow map for an Easter Egg hunt <p>Missing: comparison with life in other countries</p>	<ul style="list-style-type: none"> Draw information from a simple map e.g. at Nower Wood Nature Reserve To know that some environments are different to the one in which they live – different habitats e.g. Nower Wood To recognise their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps To know similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps (when appropriate) <p>Missing: comparison with life in other countries e.g. cities/towns/farms/</p>



	Unit of study 1	Unit of study 2	Unit of study 3
Year 1	<p>Autumn 2 What makes Autumn Special?/ Link with Science and The Seasons</p> <p>Human and Physical Geography To identify seasonal and daily weather patterns in the UK To know it rains more in winter and spring To know the weather is colder in autumn and winter To know that the days shorter in winter To know that trees change through the seasons</p> <p>Geographical skills and fieldwork To use simple fieldwork and observational skills to study and know the location of Esher Church School and the surrounding area including Claremont Fancourt School Woods To know ECS is in Esher To know that CFCS is in Esher To know that CFVS is attached to woodland area</p>	<p>Spring 1 What patterns can we see in nature during winter? Science topic of The Seasons</p> <p>Geographical skills and fieldwork To know that simple fieldwork and observational skills can help us to study and know the location of Esher Church School and the surrounding area including Claremont Fancourt School Woods To use world maps and Atlases and Globes to locate the UK and Australia to know that they have different seasons at the same time</p> <p>Human and Physical Geography To identify seasonal and daily weather patterns in the UK To know it rains more in winter and spring To know the weather is colder in autumn and winter To know that the days are longer in summer and shorter in winter To know blossom grows on trees in spring/ to know bulbs grow in spring (link with science)</p>	<p>Summer 1: What makes Britain Great?</p> <p>Locational Knowledge: To know that they live in Esher/ Claygate etc, which is in Surrey, which is in England To name, locate and identify characteristics of the 4 countries of the UK and their Capital cities including national anthems, flags, foods, languages, traditions eg How was the Giant's Causeway created? Giants or a Volcano?</p> <p>Place Knowledge: To understand similarities and differences through studying the different countries of GB/ UK To know that London is a busy city To know that Cornwall is by the coast To know that Scotland is North of the UK To know the relation of the 4 different countries on a map.</p> <p>Human and Physical Geography To use geographical vocabulary for: city, town, village, factories. Farm, house, office, port, harbour and shop To know key physical features including beach, cliff, coast, forest, hill, river, mountain, sea and valley, season, weather To know the weather is warmer in summer To know that the days are longer in summer</p>



			<p>To know that trees and plants are in full bloom in summer (Link with science)</p> <p>Geographical skills and fieldwork To use world maps and Atlases and Globes to locate the UK and its countries including England, Scotland, N Ireland, Wales To use basic symbols to construct a map of their way to school To know how to describe the locations and features on a map eg land, sea, forest</p>
Year 2	<p>How is the land used in the locality of Esher (Aut 2) To know key human geography vocabulary when describing human geographical features found in Esher. To locate Esher on a map and know the names of the surrounding counties. To know the four points of a compass and 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 of Esher. To know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (eg. River Thames and Sandown Racecourse) To know how to locate human and physical features on a map of Esher. To know how to use a key when using an OS map. To know how to carry out surveys in preparation for fieldwork</p>	<p>How powerful is the sea? (Spr 1) To know the names of the world's 5 oceans. To know that the Pacific Ocean is the largest ocean. To know that when an atlas contains two labels for the Pacific Ocean, this is because the world is a sphere. To know the surrounding seas of the UK (English Channel, North Sea, Irish Sea and Atlantic Ocean). To know what human and physical geographical features are. To identify different human and physical geographical features within a coastal area. To know that maps are drawn from a birds' eye view.</p>	<p>What makes Africa a continent? (Sum 2) To know there are 7 continents and the names of them. To know that a continent is formed of many different countries. To know that Asia is the largest continent. To know that Africa is the 2nd largest continent. To know that Africa has 54 countries. To know that Africa is the hottest continent. To know that Africa contains the largest desert (Sahara). To know that the River Nile is the longest river in the world and runs through 11 African countries. To know that Madagascar is the largest African island and the 4th largest in the world. To know that Lesotho and Eswatini are landlocked countries contained within South Africa. To know that sometimes countries change their names and that their atlases may be out of date.</p>
Year 3	<p>How is the land used in the locality of Claygate? (Aut 1) To know key human geography vocabulary when describing human geographical features found in Claygate. To locate Claygate on a map and know the names of the surrounding counties. To know the four points of a compass and compass directions (North, South, East and West) and locational</p>	<p>How are volcanoes and earthquakes formed? (Spr 1) To know the structure of the Earth and that the crust is made up of tectonic plates. To know how to explain the four ways tectonic plates can move which can cause a natural disaster such as an earthquake or volcanic eruption. To understand the structure of a volcano and explain where volcanoes are likely to be found.</p>	<p>Why should we protect the tropical rainforest? (Sum 2) To know the locations of the tropical rainforests To know and identify the Equator, Tropic of Cancer and the Tropic of Capricorn To know the definition of a "biome" To know the difference between weather and climate To know and name the layers of the rainforest</p>



	<p>and directional language [for example, near and far; left and right], to describe the location of features and routes on a map of Claygate.</p> <p>To know how to use four-figure grid references.</p> <p>To know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (eg. River Thames and Claygate train station)</p> <p>To know how to locate human and physical features on a map of Claygate.</p> <p>To know how to use a key when using an OS map.</p> <p>To know how to surveys to observe, measure and record information.</p> <p>To know how to information gathered in fieldwork to draw maps.</p>	<p>To know about volcanoes in Italy and identify the five deadly features.</p> <p>To know how earthquakes occur and identify the five deadly features.</p> <p>To know other key natural disasters and their consequences.</p>	<p>To understand how human activity is affecting the rainforest, including deforestation</p> <p>To understand the differences between tropical and temperate forests</p>
Year 4	<p>Why is London such an important city? (Aut1)</p> <p>To understand what most capital cities have in common</p> <p>To understand the importance of rivers/ seas in settlements.</p> <p>To look at atlases and maps to identify key features of capital cities and compare them.</p> <p>To describe what the land looks like</p> <p>To understand how London surrounding the River Thames has changed over time</p> <p>To understand how the development of the docks grew London's importance</p> <p>To be able to explain how trade made London an important centre.</p> <p>To find out where different imports and exports came from. (impact of Empire also on trade)</p> <p>To examine the way tourism (has/does) develops(ed) London.</p> <p>To research famous London landmarks.</p>	<p>How can I become a geographer? (Summer 1)</p> <p>To identify physical and human features of a country.</p> <p>To Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>To find El Salvador on a map</p> <p>To identify the land use and environment of El Salvador.</p> <p>To identify the climate, physical features and natural resources of El Salvador.</p> <p>To identify and use the features of a map</p> <p>To consider how people settle in an environment.</p> <p>To explore the infrastructure required in a settlement.</p> <p>To consider how people impact the environment.</p> <p>To learn about what you would need to survive a night in the wilderness</p> <p>To complete orienteering trails.</p> <p>To carry out a local study of Box Hill.</p> <p>To learn how to use a compass for navigation.</p>	<p>Is Antarctica worth us saving? (Summer 2)</p> <p>To know where Antarctica is. To identify the location of Antarctica in relation to the rest of the world and locate its main physical features.</p> <p>To know terms 'longitude' and 'latitude'</p> <p>To learn about the key physical features of Antarctica.</p> <p>To explain why Antarctic is so cold & explore its climate.</p> <p>To understand that life in Antarctica is unique to this environment.</p> <p>To understand the impact of tourism on Antarctica.</p> <p>To understand the impact of climate change on Antarctica.</p>
Year 5	<p>How do rivers and water affect our landscapes? (Aut 1)</p> <p>To know the stages of a river (beginning, middle and end).</p> <p>To know the features of a river.</p> <p>To understand how glaciers are formed in the context of the water cycle.</p> <p>To know facts about famous global rivers.</p>	<p>Why does population change? (Spr 2)</p> <p>To know how the global population is changing.</p> <p>To know the change and distribution of the global population.</p> <p>To know what birth and death rates are and know why they change.</p>	<p>What did the Greeks do for us? (Sum 1)</p> <p>To know about the location and landscape of Greece.</p> <p>Why should we care for our world? (Sum 2)</p> <p>To understand what climate change is.</p>



	<p>To understand the processes of erosion, transportation and deposition. To know how flooding occurs. To know how water helps to keep us healthy.</p> <p>Were the Vikings really vicious? (Aut 2) To understand the human and physical factors that were reasons for Viking invasions. To understand the features of an effective Viking settlement.</p>	<p>To know what the push and pull factors influencing migration are. To know the impact climate change can have on the global population. To know the continents of the world.</p>	<p>To understand who is responsible for climate change and the consequences for it. To understand the issues caused by plastic pollution.</p>
<p>Year 6</p>	<p>What are the features of our polar regions? (Aut 1) To know what a biome is and where they are in the world. To know how to a map to identify recognise the main features of the poles. To know the names of some indigenous tribes To know how people live in the Arctic To know how lives of people in the Arctic have changed To know some of the actions that people do and how these actions have a wider effect To know how climate change affects people and animals lives in the Arctic To know some ways in which they can reduce climate change To know some of the reasons why people visit polar regions. To know why this tourism can cause potential issues</p>	<p>Where does our energy come from? (Spr 2) To know different energy sources and they are important. To know some of the benefits and drawbacks of different energy sources. To know the difference between renewable and non-renewable energy sources. To know how energy sources are distributed in an area. To know and explain reasons for choosing an energy source. To know how to collect and present data on where to position a solar panel on the school grounds.</p> <p>King Alfred: To name and locate counties and cities of the UK. To understand how counties and cities in the UK have changed over time.</p>	<p>How are our coastal areas changing? To know the symbols of an Ordnance survey. To know what a 4 or 6 figure grid reference is. To understand how coastal areas are formed. To know coastal areas in Europe and what countries they are in. To know what erosion is and how it happens. To understand how coastal areas have changed over time. To know how people are protecting coastal areas from erosion.</p>