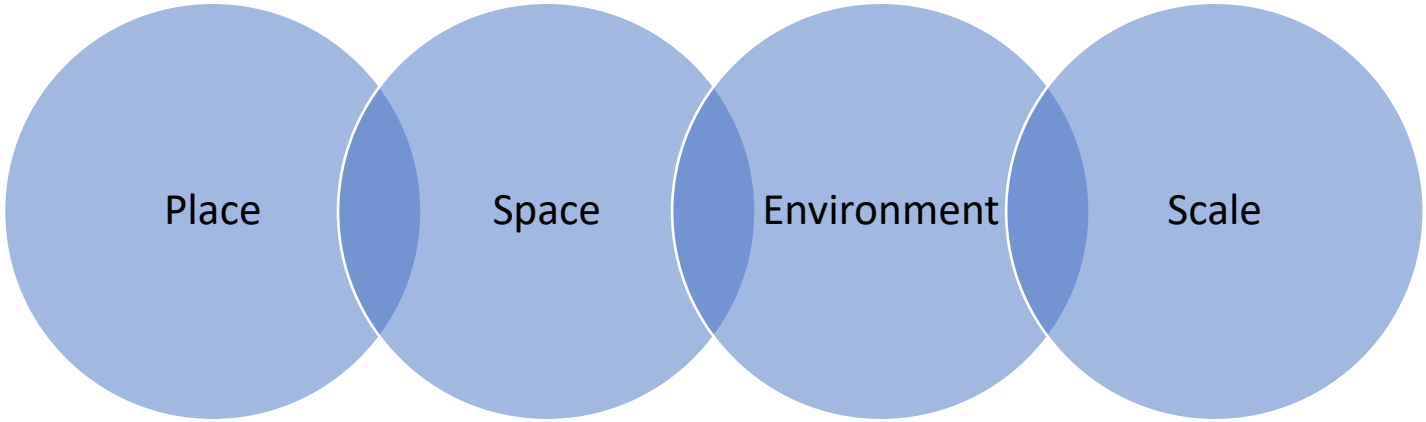
Geography: Progression map

Substantive Concepts

At SPA, our Geography curriculum enables pupils to develop an understanding of the world and their place within it. Through the study of place, space, and environment, children learn how people interact with the physical world and how geographical processes shape our planet. Pupils develop a curiosity about the world and a sense of responsibility towards its care.



Disciplinary Knowledge

Disciplinary knowledge in Geography is about understanding how geographical knowledge is developed, represented, and applied. Children learn to think like geographers – posing questions, interpreting data, using maps, and conducting fieldwork to investigate real-world issues. This supports pupils to analyse spatial patterns and understand how human and natural processes shape the world around them.

Locational Knowledge	Year 3	Year 4	Year 5	Year 6
	Name and locate countries and cities of the United Kingdom and surrounding seas.	Locate key European countries and capital cities using atlases and maps.	Identify the world's major biomes and climate zones using maps and globes.	Locate and describe the geographical features of South America and major global regions.
Place Knowledge	Compare human and physical geography of a UK region with a non-European area.	Describe similarities and differences between regions in Europe (e.g. UK and Greece).	Understand the features of biomes and ecosystems such as rainforests.	Compare physical and human features of major global regions using case studies.
Human and Physical Geography	Identify key human and physical features such as rivers, mountains and settlements.	Describe how human and physical features influence each other (e.g. agriculture, tourism).	Explain how physical geography influences human activity (e.g. settlement near rivers).	Explain environmental change and the impact of human activity (e.g. climate change, natural disasters).
Geographical Skills & Fieldwork	Use maps, atlases and digital mapping to locate countries and describe features studied.	Conduct fieldwork to observe and record features of the local area using simple equipment.	Use six-figure grid references, symbols and keys to build knowledge of the UK and wider world.	Collect, analyse and present data from fieldwork using graphs, maps and digital tools.

Geographical Vocabulary and Language Development

Vocabulary is central to geographical understanding. Pupils are taught subject-specific (Tier 3) vocabulary explicitly and encouraged to use it when describing locations, environments, and processes. Teachers model precise geographical language and provide opportunities for children to use new terms in context through discussion, writing, and enquiry.

Through the consistent use of geographical vocabulary, children develop confidence in explaining patterns, processes, and relationships in the world around them. Each unit of work identifies key terms to be introduced, revisited and embedded in context.

Geography					
Autumn 1					
Prior Knowledge	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. <u>Locational knowledge</u> - 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 <u>Place knowledge</u> - 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 <u>Human and physical geography</u> - 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				
	vocabulary	**learning outcome**	**knowledge**	**skills**	**Key concept**
Year 3 **Sustainability**	United Kingdom Capital city Weather	To be able to name and locate countries in the United Kingdom and their capital cities.	• The four countries of the United Kingdom are England, Scotland, Wales and Northern Ireland	Using an index in an atlas Reading map keys	**Environment** **Location**

	Sustainability Island Europe Climate		• The four capital cities are London, Edinburgh, Cardiff and Belfast		
	Equator Hemisphere Climate change Global warming Natural resources Coal mining Deforestation Greenhouse gases	To be able to identify the location of hot and cold areas of the world in relation to the equator.	• The closer to the equator the hotter the climate. • The Southern and Northern hemispheres of the world experience summer and winter at opposite times.	Understand hemispheres understand lines of latitude	**Environment** **Location**
	Environment Location	To be able to explain how humans impact on the changing climate.	• That climate change causes shifts in the Earth's weather.	Analyse evidence to begin to draw conclusions	**Sustainability** **Location** **Environment**
		To know the natural resources of the UK.	• That a natural resource is a material that can be taken from the earth. • That coal is a natural resource.	To ask geographical questions	**Sustainability** **Environment**
		To be able to explain the ways that humans add to the greenhouse gases	• The ozone layer traps the greenhouse gases. • That greenhouse gases traps in heat.	research and investigate using books and internet	**Sustainability** **Environment**
		To able to research strategies to combat global warming.	• Extra heat in the atmosphere is melting the ice caps. • Global warming can be reversed.	To present findings communicate geographical information	**Environment** **Sustainability**
	Sticky	Q1): Name the four countries of the United Kingdom.			

	Knowledge Assessment Questions	A: England, Scotland, Wales, Northern Ireland. Q2): What are the capital cities of the four UK countries? A: London, Edinburgh, Cardiff, Belfast. Q3): What is the equator? A: An imaginary line around the middle of the Earth. Q4): Which hemisphere is the UK in? A: Northern Hemisphere. Q5): What is a natural resource? A: A material taken from the Earth (e.g., coal, wood, water). Q6): Name one greenhouse gas. A: Carbon dioxide (others: methane, water vapour	

	vocabulary	learning outcome	knowledge	skills	key concept
Year 4 **European Cities**	Climate Europe Region Location Agriculture coastline, mountains, physicality Climate, temperate, Mediterranean physical geography human geography Europe Climate European cities Region Agriculture Coastline	To be able to locate the continent of Europe	• A continent refers to any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia, Antarctica). • The UK is in the continent of Europe.	using an atlas reading maps	**Location**
		To be able to locate York and Athens	• York is located in North of England • Attica is located in Greece	to use maps	**Scale** **location**
		To be able to identify the climates of Yorkshire and Attica and explain the advantages and	• Yorkshire has a temperate climate.	to undertake research using laptops and reference books	**Environment**

	Mountains Physical geography Human geography Temperate (climate) Mediterranean (climate) Environment Location Sustainability	disadvantages of each climate	• Attica has a Mediterranean climate.		
		To be able to identify similarities in physical characteristics between the regions of Yorkshire and Attica	• That Yorkshire and Attica are physically similar - Space for agriculture - Close to the coastline - Close to mountains - Have rivers that drain to the sea	to be able to compare and contrast. to read information on different types of maps	**Environment** **Location** **Sustainability**
		To be able to identify how physical geography impacts on human geography	• Building designs are influenced by weather and climate • Human activities are influenced by the landscape	to be able to read keys and use map legends to explain links between environment and human activity	**Cultural diversity**
	Sticky Knowledge Assessment Questions	What continent is the United Kingdom part of? A: Europe. In which country is the city of York found? A: England. In which country is the city of Athens (Attica) found? A: Greece. What type of climate does Yorkshire have? A: Temperate climate. What type of climate does Attica have? A: Mediterranean climate. Name one physical feature that Yorkshire and Attica both have. A: Coastline, mountains, rivers, farmland.				

	vocabulary	learning outcome	knowledge	skills	
Year 5 **Rainforests**	Northern Hemisphere Southern Hemisphere Biome Rainforest Temperate forest Humidity Tropical rainforest Canopy Understory Emergent trees Forest floor Tribes Indigenous Community agriculture Diversity Environment Location Sustainability	To be able to identify the different biomes that make up the World	• A biome is an area that shares the same climate • There are 6 main biomes	Locating biomes on world maps interpreting climate zones	**location**
		To be able to identify the location of rainforests in the world.	• There are tropical rainforests • There are temperate rainforests	Using atlases and globes; identifying patterns of distribution	**Environment**
		To be able to identify the different layers of a tropical rainforest	• There are four layers of the rainforest: Emergent layer, Canopy layer, understory, forest floor	Describing and labelling diagrams; identifying from images	**Environment** **Sustainability**
		To be able to explain how the ecosystem of a tropical rainforest works	• A rainforest has hot and humid conditions • The average rainfall is between 80 and 430 inches	Explaining simple cause and effect in ecosystems	**Environment**
		To be able to explain how the Amazon river has influenced settlements of tribes	• Tribes settle near water for agriculture • It is easier to travel by river than through rainforest	Identifying settlement patterns; linking geography with human needs	**Diversity** **Environment**
		To be able to explain how deforestation impacts the world	• Rainforests reduce the amount of CO2 in the world	Research explaining environmental consequences	**Sustainability** **Environment** **Scale**

			• Trees in the rainforest is a habitat for many unknown species.		
	Sticky Knowledge Assessment Questions	What is a biome? A: An area with the same climate and living things. How many main biomes are there in the world? A: Six. Name the two types of rainforest. A: Tropical rainforest, temperate rainforest. What are the four layers of a tropical rainforest? A: Emergent layer, canopy, understory, forest floor. What is the name of the largest rainforest in the world? A: The Amazon rainforest. What gas do rainforests help to reduce in the atmosphere? A: Carbon dioxide (CO_2).			

	vocabulary	**learning outcome**	**knowledge**	**skills**	
Year 6 **Natural disasters**	Climate Natural disaster Flood Plate Boundary Epicentre Seismic wave Pyroclastic flow Eruption Fossil fuels	To be able to explain the different types of flooding focus on the River Don	• A natural disaster is a natural event such as flood, earthquake or hurricane that causes great damage or loss to life. • An example of a natural disaster is the River Don floods in 2007 & 2019.	Using case studies; interpreting maps and photographs	**Environment** **Scale**

	Cultural diversity Environment Location Sustainability	To be able to explain the structure of the Earth	• Plate tectonics says that Earth's outer layer is made up of large, moving pieces called plates. • All of Earth's land and water sit on these plates. • The plates are made of solid rock.	Drawing and labelling diagrams of Earth's structure	**Scale** **Location** **environment**
		To explain what happens to the Earth when an earthquake happens	• An earthquake is a sudden shaking of the ground caused by the passage of seismic waves through Earth's rocks. • Seismic waves are produced when some form of energy stored in Earth's crust is suddenly released, usually when masses of rock straining against one another suddenly fracture and "slip."	Explaining processes using models or diagrams	**Environment** **location**
		To explain the different types of volcanoes and what happens when they erupt.	• During a volcanic eruption, hot melted rock called magma escapes from a vent, or opening, in Earth's surface, or crust.	Describing and classifying different volcano types	**Environment** **Location**

			• Magma released from a volcano is known as lava.		
		To explain how humans cause an impact on natural disasters	• Climate change is the shift in the Earth's weather conditions over many years, caused by things humans are doing (specifically burning fossil fuels [coal, oil and gas]). • It is producing more extreme weather • When fossil fuels burn, they release carbon dioxide into the atmosphere.	Explaining human activity links to environmental change	**Sustainability** **Environment** **Cultural diversity**
	Sticky Knowledge Assessment Questions	What is a natural disaster? A: A natural event that causes great damage or loss of life. In which years did the River Don flood badly? A: 2007 and 2019. What are the Earth's plates made of? A: Solid rock. What is the name for melted rock underground? A: Magma. What is magma called when it reaches the Earth's surface? A: Lava. Name one fossil fuel that releases carbon dioxide when burned. A: Coal (also oil, gas).			

Spring 2

Previous Learning	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.				
	vocabulary	**learning outcome**	**knowledge**	**skills**	
Year 3 **Zooming Out!**	Country Capital city Equator Hemisphere OS map Key Symbol Human features Physical features Compass Magnetic field North-East South-East North-West South-West County	To be able to understand the purpose and features of an OS Map	An OS map is an ordinance survey map with symbols showing human and physical features	Read maps Read keys	**Scale** **Location**
		To be able to identify the 8 points of a compass	The four cardinal directions are North, South, East and West The four ordinal directions are Northeast, Southeast, Southwest, Northwest	Use atlases read maps use a compass	**Scale** **Location**
		To explain what a county and city are	A county is an area which has its own local government A city is a settlement of great size	Use and read maps Classify	**Scale** **Location**

	North & South Pole, Climate zones Transport Location Environment Human geography	To be able to identify and locate key areas along lines of latitude	An equator divides the planet into a Northern Hemisphere and a Southern Hemisphere. The tropics are located 23 degrees north and south of the equator	Read atlases Use a globe	**Scale** **Environment** **Location**
		To be able to identify features of different climate zones	Climate zones are areas with distinct climates. There are 5 climates types based on rainfall and temperature.	Read maps Apply information to maps	**Environment** **Location**
		To be able to explain why people live in cities	Cities have better transport links than rural areas. Cities have a greater number of human features	Compare and contrast maps	**Location** **Environment** **Cultural diversity**
	Sticky Knowledge Assessment Questions	1)What does OS stand for in "OS map"? Ordnance Survey. 2)Name the 4 cardinal compass points. North, South, East, West. 3)Name the 4 ordinal compass points. Northeast, Southeast, Southwest, Northwest. 4)What is a county? An area with its own local government. 5)What does the equator divide the Earth into? Northern and Southern Hemisphere. 6)Name one reason why people live in cities. Better transport links / more human features.			

	vocabulary	learning outcome	knowledge	skills	
Year 4 European Environment	Europe Capital cities Grid reference Region Paris London Settlements Population Vegetation belt. Location Environment.	To be able to read and use four-figure grid references	Grid references can be used to locate points of interest. To use a grid reference, you must: read along the x axis, read along the y axis	Read axis	**Location**
		To be able to conduct fieldwork in the local area	Fieldwork is collecting information	Collect, record and present information	**Location**
		To be able to conduct fieldwork in a contrasting area to make comparisons	Information collected from fieldwork can allow for geographers to draw conclusions.	Collect, record and present information contrast and compare	**Location**
		To be able to explain the features of a vegetation belt	a vegetation belt is an area with distinct plant types It is determined by climate, soil, drainage and elevation	Identify and describe research draw diagrams	**Environment**
		To be able to compare and contrast a settlement in the UK with a settlement in France	The UK is an island whereas France has links to the rest of Europe Both countries have similar populations, but France is vastly bigger.	Using maps, atlases, population data and photographs to compare human and physical features.	**Location** **Environment**
	Sticky Knowledge Assessment Questions	1) What do grid references help us to do? Locate points on a map. 2) What is fieldwork? Collecting geographical information. 3) What is a vegetation belt? An area with distinct plant types. 4)What determines a vegetation belt? Climate, soil, drainage, elevation			

		5) Which country is an island: UK or France? UK. 6)Which capital city is in France? Paris			

	vocabulary	learning outcome	knowledge	skills	
Year 5 **North America**	Grid reference Axis Capital cities Rivers Cities Countries Latitude Longitude South America Meridian Coasts Meanders Distribution Location Environment	To be able to read and use six-figure grid references	A 6 figure is more accurate than a 4-figure grid reference. The vertical lines are called eastings. They are numbered - the numbers increase to the east. The horizontal lines are called northings as the numbers increase in a northerly direction.	Read easting and northings	**Location**
		To be able to compare and contrast the three main countries in North America	The three main countries in North America are Canada, USA, Mexico	Compare and contrast using maps, atlases, statistics and research	**Location** **Environment** **Cultural capital**
		To be able to identify the Prime Meridian and understand time zones	Time zones to the east of the Prime Meridian are 'UTC (or GMT) plus'; time zones to the west are 'minus UTC (or GMT) Earth is divided into 24 standard meridians, at intervals of 15˚, which are the basis for delineating 24 time zones.	Use globes Use digital resources	**Location** **Environment**

		To be able to explain the different stages of a river	Rivers flow from their source in the hills or mountains to their mouth where they enter the sea or lake.	Use diagrams, map and photographs Be able to explain a sequence	**Location** **Environment**
		To be able to explain why settlements are built on rivers	Rivers are used by humans to fill reservoirs, do activities, create hydroelectricity and transport things.	Research Present information	**Location** **Environment**
	Sticky Knowledge Assessment Questions	1) What is more accurate: 4-figure or 6-figure grid reference? 6-figure. 2)What are vertical grid lines called? Eastings 3) What are horizontal grid lines called? Northings 4)Name the three main countries in North America. Canada, USA, Mexico. 5)What line starts the sections for time zones? Prime Meridian 6)What is the start of a river called? Source			
	vocabulary	**learning outcome**	**knowledge**	**skills**	
Year 6 **South America**	Rivers Settlements. Fieldwork Navigation Sources Data, Trends Erosion Topographical Fair trade contours Location	To know the countries and capital cities of South America	There are 12 countries in South America	Using maps, atlases, globes and digital tools to locate countries and capitals.	**Location**
		To be able to recognise and explain the topographical feature of South America	South America can be divided into three topographical regions: mountains and highlands, river basins, and coastal plains. Mountains and coastal plains generally run in a north-south direction, while highlands and river	Use atlases map read contours	**Location**

	Environment, Sustainability		basins generally run in an east-west direction		
		To be able to collect weather data over time and explain trends	That data can be collected from a variety of sources That data can be compared to form trends	Collecting, recording and analysing weather data from charts, graphs, atlases and the internet.	**Location** **Environment** **Scale**
		To be able to make links between topographical features and the choices of major settlements	Natural features such as rivers, mountains and coastlines can influence where settlements are established.	using maps, atlases, data and photographs.	**Environment** **Location**
		To be able to explain the reasons behind fair trade	Fair trade is the movement. Fairtrade is the trade mark A co-operative allows people to sell items together to get better prices.	Research using the internet Present information to others	**Sustainability**
	Sticky Knowledge Assessment Questions	1)How many countries are in South America? 12. 2)What are the three main topographical regions of South America? Mountains/highlands, river basins, coastal plains. 3)What direction do mountains and coastal plains generally run? North–South. 4)What direction do highlands and river basins generally run? East–West. 5)What is fair trade? A movement ensuring fair prices for producers			

		6) Name one South American capital city. Brasilia / Buenos Aires...	