

## Knowledge Progression for Geography

	<b><u>Factual Knowledge</u></b> <i>“The basic elements students must know to be acquainted with a discipline or solve problems in it”</i>	<b><u>Conceptual Knowledge</u></b> <i>“The interrelationships among the basic elements within a larger structure that enable them to function together”</i>	<b><u>Procedural Knowledge</u></b> <i>“How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods”</i>
<b>Reception</b>		I know about similarities and differences in relation to places, objects, materials and living things. I can talk about the features of my own immediate environment and how environments might vary from one another.	
<b>Year 1</b>	I know the names of the four countries of the United Kingdom. I know that the United Kingdom is in Europe.	I can use a map of the local area to find my way around. (a simple treasure hunt, for example)	I can use a world map to identify the UK. I can use a map of the village to identify the school and local points of interest.
<b>Year 2</b>	I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. I know and can locate the world’s seven continents and five oceans. I can identify the position and significance of the equator. I can use basic geographical vocabulary (as above)	I can use key human and physical features to study the geography of their school grounds and its surrounding environment. I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (e.g. the local area), and of a small area in a contrasting non-European country. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.	I can use world maps, atlases and globes to identify the UK and its countries. I can use the same resources to identify the seven continents and five oceans. I can use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.
<b>Year 3</b>	I can name and locate cities of the UK. I can locate the countries of Europe (including location of Russia). I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, southern Hemisphere.	I can understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country.	I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
<b>Year 4</b>	I can name and locate counties of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) I can locate major capital cities in Europe, concentrating on their environmental regions, key physical and human characteristics.	I can describe and understand key aspects of: <ul style="list-style-type: none"> <li><b>Physical geography</b>, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li><b>Human geography</b>, including: types of settlement and land use.</li> </ul> between an geographical region of the UK and a region in Europe.	I can use the eight points of a compass, symbols and key to build my knowledge of the UK and the wider world using a range of map resources.
<b>Year 5</b>	I can extend my knowledge of counties and cities of the UK to their land use patterns.	I can describe and understand key aspects of: <ul style="list-style-type: none"> <li><b>Physical geography</b>, including: climate zones, biomes, and vegetation belts.</li> <li><b>Human geography</b>, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> understanding how some of these aspects have changed over time.	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. I can use fieldwork to present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<b>Year 6</b>	I can locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. I can identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	I can understand geographical similarities and differences through studying the human and physical geography of a region of the UK, and a region within North or South America.	I can use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.