

# North Lancing Primary School – Knowledge Progression in Geography (Reception)



Reception	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Geographically:
	People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps				
Autumn 1	Where I live	To talk about what they see, using a wide vocabulary. To know which country we live in. To begin to understand the need to respect and care for the natural environment.	To know where we live in comparison to the school, the local park. Where we all live in the country. To name and describe people who are familiar to them.	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present	Looking at the globe and maps Explore the natural environment around them.
Autumn 2	Where animals come from	To name some farm animals.	To know which country animals come from in the world.	Lion, rhinoceros, giraffe, Africa, koala, kangaroo, emu, dingo, Australia , country	To use the globe, books and power points to discuss. Describe what they see, hear and feel whilst outside.
Spring 1	Polar regions	To know some animals live in the snow.	To know where the Polar regions are on the Globe and which animals come from the Arctic and the Antarctic.	Globe, world, Poles, Arctic, Antarctic, ice berg, melting, global, north, south, Orca, Narwhale, seal, Polar bear, Arctic fox, cub, pup,	To use books, photos of polar animals and create a 'world map' placing the polar animals in the Polar regions. Draw information from a simple map. Recognise some environments are different from the one in which they live.
Spring 2	Where we go to get help	To show an interest in different occupations. To know we go to other places outside of our homes to get help, e.g a doctors	To know where we would find our local doctors, hospital, fire station and lifeboat station. To talk about members of their community.	Map, directions, follow, left, right, besides, next to, behind,	Creating a local map of all the places we find people who help us.
Summer 1	Oceans	To know that we have the sea and oceans.	To know the difference between the sea and the ocean and to name some.	Ocean, water, salt, seaweed, tide, safety, beach, Atlantic, English Channel, shore, port, harbour.	To locate seas and oceans on a globe. To look at photos of creatures that live in the oceans and create images.
Summer 2	Stories from around the world	To know we have stories that can be from another place that is different to their country. Know that there are different countries in the world and compare them.	To know that stories are set in different parts of the world and what country they come from. To recognise some similarities and differences between life in this country and in others.	Fiction, non-fiction, country, Africa, Asia, Europe, Russia, America, Australia, Caribbean tropical, hot, cold,	To use stories from around the world and compare to a story based in the united kingdom. Children to compare through drawings and discussions.

# North Lancing Primary School – Knowledge Progression in Geography (Year 1)



Year 1	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Geographically:
Autumn	<b>Here we are</b>	<p>In Reception children learnt where we live in comparison to the school, the local park. Where they live in the country. Name and described people who are familiar to them. They looked at globes and maps and explore the natural environment around them.</p> <p><i>Vocab: Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present</i></p>	<p><b>Human and physical geography</b> Use basic geographical vocabulary to describe human and physical features</p> <p><b>Geographical skills &amp; fieldwork</b> Use world maps, atlases and globes to identify the UK, land and sea. Use simple fieldwork to study the geography of the school and its grounds and the key human and physical features.</p>	<p>Human features: city, town, port, shop, airport, train station, houses, church, road</p> <p>physical features: sea, land, islands, country, river, coast, farmland, hill, wood</p>	<ul style="list-style-type: none"> <li>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</li> <li>Communicate geographical information in a variety of ways through maps and verbally</li> </ul>
Spring	<b>UK Geography &amp; Fictional maps</b>	<p>In Reception the children learnt about the difference between the sea and the ocean and names some of them. They located seas and oceans on a globe, looked at photos of creatures that live in the oceans and created images.</p> <p><i>Key vocab: Ocean, water, salt, seaweed, tide, safety, beach, Atlantic, English Channel, shore, port, harbour.</i></p>	<p><b>Locational knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Geographical skills &amp; fieldwork</b> Use of compass directions (N,E,S,W) and locational/directional language to describe location and features on a map. Use aerial photographs to recognise landmarks and basic features.</p> <p><b>Human and physical geography</b> Devise simple maps and create basic map symbols using geographical language of physical and human features.</p>	<p>Human features: village, farm, harbor</p> <p>Physical features: beach, cliff, forest, mountain, ocean, valley</p> <p>North, south, east &amp; west map, globe, compass, direction, landmark, aerial photograph, symbols, key</p>	<ul style="list-style-type: none"> <li>Develop contextual knowledge of location</li> <li>Identify and name human and physical characteristics</li> <li>Interpret a range of sources</li> <li>Communicate in very simple terms data gathered through experiences of fieldwork</li> </ul>
Summer	<b>Continents &amp; Seas</b>	<p>In Reception the children learnt about where the Polar regions are on the Globe and which animals come from the Arctic and the Antarctic. They used books and photos of polar animals to create a 'world map' placing the polar animals in the Polar regions. They drew information from a simple map and recognised some environments are different from the one in which they live.</p> <p><i>Key vocab: Globe, world, Poles, Arctic, Antarctic, ice berg, melting, global, north, south, Orca, Narwhale, seal, Polar bear, Arctic fox, cub, pup,</i></p>	<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans</p> <p><b>Place knowledge</b> understand geographical similarities and differences....of the UK and a contrasting non-European</p> <p><b>Human and physical geography</b> Identify seasonal weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator/north and south poles.</p>	<p>Continent and ocean names</p> <p>Contrast, hot, cold countries, equator weather &amp; seasonal vocabulary</p> <p>Descriptions of human and physical features</p>	<ul style="list-style-type: none"> <li>Develop contextual knowledge of location</li> <li>Identify and name human and physical characteristics</li> <li>Interpret a range of sources</li> <li>Communicate geographical information</li> </ul>

# North Lancing Primary School – Knowledge Progression in Geography (Year 2)



Year 2	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Geographically:
Autumn	Castles, Knights and Dragons (Locational knowledge)	<b>Locational knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate significant places in their locality (the UK). Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	Arundel Castle, Edinburgh Castle, Caernarfon Castle, KilKenny Castle, England, London, Northern Ireland, Belfast, Scotland, Edinburgh, Wales, Cardiff.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries.
Spring	Ice Fire	<b>Locational knowledge</b> Name and locate the world's seven continents and five oceans	Name and locate the world's seven continents and five oceans (Focusing heavily on the Arctic, Antarctic, Polar region, North Pole and South Pole). Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom (Case study of London during Fire of London)	Compass, North, South, East, West, Arctic, Antarctica, polar region, North Pole, South Pole, Equator, Europe, Australia, North America, South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean,	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 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
Summer 1 Summer 2	Wild Wonders Our wonderful world	<b>Place knowledge</b> understand geographical similarities and differences....of the UK and a contrasting non-European	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 (case study of Lancing beach vs Jamaica)	Vegetation, mountain, river, valley, beach, cliff, coast, sea, ocean, harbour, port, dock, trade, island, shore, sand, soil,	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

# North Lancing Primary School – Knowledge Progression in Geography (Year 3)



Year 3	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Geographically:
Autumn	Investigating our local area	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom – Focus on London	To be able to locate the local area on a map and to give directions To learn about physical and human features of our local area. To identify different types of services in the local area. To be able to collect and record evidence. To be able to evaluate what the local area is like	Local area, map, directions, human features, physical features, collect, record, evidence, evaluate, Ordnance Survey maps, compass, rural, urban, residential, commercial, agricultural or industrial community	Using maps and atlases. To use compasses and identify the 8 compass points To use maps of the local area and be able to navigate around them Present information to people that may never have been to their area.
Spring	Rainforest	To know and locate the name of the world's seven continents and five oceans. To know the location of hot and cold areas of the world in relation to the equator and the North and South Poles. To use world maps, atlases and globes to identify countries, continents and oceans. To use simple directional language to describe the location of features on a map. To use and construct basic symbols in a key.	To find out what a rainforest is and where they are found. To explore the layers of vegetation in a rainforest. To investigate the climate of the rainforest. To find out about the people and settlements of the rainforest. To explore why the rainforest is under threat and the measures taken to protect it.	Rainforest, equator, tropics of cancer and Capricorn, forest floor, understory, canopy, emergent layer, deforestation, habitat, climate zones, biomes, amazon river, settlements, tribes, physical geography, human geography, map, atlas, continent.	Using maps, atlases, globes and digital/computer mapping to locate countries.  To use geographical language to describe some aspects of human and physical features and patterns.  Express opinions on environmental issues.
Summer	Ancient Greece	Name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	Locate Greece on a wide range of maps, atlases and globes, including maps at a variety of scales (from city and island to global). Make inferences from these maps about landscape, land use, climate etc. Study the weather and compare to Britain. What does this tell us about what life in Greece is likely to be like (e.g. tourism.) Describe the main ecosystems of Greece (urban / rural / islands) and identify how they have changed over time. Learn about daily life, standards of living and culture (using photographs, data, written accounts, travel guides, video clips etc.) Research and describe economic activity and trade. Compare Greece with the UK and other countries studied across KS2 how is life similar / different. Where would you prefer to live?	Landscape, climate ,settlement, community, ocean, political map, vegetation, transport, weather, mountain, port, harbour, environment, borders, Greece, language, culture, food, landmarks, acropolis, Europe,	I can use maps, atlases, globes and digital/computer mapping to locate countries. I can use symbols and key. I can build my knowledge of the UK and the wider world using maps.

# North Lancing Primary School – Knowledge Progression in Geography (Year 4)



Year 4	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Geographically:
Autumn	Vikings	To use world maps, atlases and globes to identify countries, continents and oceans. To use simple directional language to describe the location of features on a map.	To gain an understanding of where Vikings travelled from (Norway, Sweden and Denmark) and where they invaded in the Great Britain. To use maps/atlas to locate these countries.	Invaded, settled, settlements, Norway, Sweden, Denmark, England, Scotland, Ireland, homelands, location, region, map, atlas, Europe, Scandinavia.	Use maps, atlases to locate countries in Europe (particularly Scandinavia and Great Britain) and describe features studied.
Spring	World War Two	To use world maps, atlases and globes to identify countries, continents and oceans.	To know the allied, axis and neutral countries during World War Two and locate these on a map/atlas. To know the major British cities which were targeted during air raid strikes (Blitz) and understand why these places were key targets for the Germans. To learn about Newhaven Fort and its strategic location during World War Two (i.e. physical location – coastal defence, major shipping port, proximity to major cities).	Blitz, cities, location, region, physical features, coast, port, use, London, capital city, Germany, Poland, France,	Name and locate places on large scale maps, e.g. find UK, USA. Name and locate major cities of the United Kingdom (to describe and understand land use and economic activities). Use fieldwork to observe, record and explain physical features of a local area. Use their
Summer	Volcanoes and earthquakes.	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.	To identify the layers of the earth and how tectonic plates work. To understand how volcanoes are formed and earthquakes occur. To recognise where volcanoes and earthquakes can be found and the traits of active, dormant and extinct volcanoes. To identify the location of the Ring of Fire and why volcanoes and earthquakes are prominent here. To understand how volcanoes and earthquakes occur due to the four different types of plate movement. To identify and label the structure of a volcano. To research Pompeii and Mount Vesuvius and the physical features found in this area (fertile land). To understand how the intensity of earthquakes are measured. To understand how to keep safe in an earthquake zone. To extend knowledge and understanding of North America and in particular the San Andreas Fault.	Risk, hazard, prevention, volcano, earthquake, tectonic plates, fault lines, magma, magma chamber, rock, igneous, minerals, geology, eruption, emission, mantel, core, crust, lava, explosion, ash, dormant, active, extinct, plate boundaries.	Describe and understand key aspects of volcanoes and earthquakes. Ask and respond to more searching geographical questions including how? And why? Name and locate places on large scale maps

# North Lancing Primary School – Knowledge Progression in Geography (Year 5)



Year 5	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Geographically:
Autumn	Ancient Britain And Roman Invasion	To gain an understanding of where Vikings travelled from (Norway, Sweden and Denmark) and where they invaded in the Great Britain. To use maps/atlas to locate these countries.	<p>To understand the growth, spread and size of the Roman empire</p> <p>To understand and be able to explain which parts of Britain were conquered during the 3 invasions of Britain and to be able to discuss why some parts of Britain remained outside of Roman occupation</p> <p>To know that the Romans helped to greatly improve the transport network around Britain by building and maintaining roads between the main cities and ports</p>	Invasion, empire, occupation, Celts, Hadrian's wall, Londinium, Fosse Way	<p>To use fieldwork skills to observe the site of a local Iron Age settlement</p> <p>Use maps, atlases to locate countries in Europe.</p> <p>To use maps and atlases to locate some of the main towns and cities in Ancient Rome and to plot the routes of the roads that linked them.</p>
Spring	Geographical skills and Human geography	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. To use world maps, atlases and globes to identify countries, continents and oceans. To use simple directional language to describe the location of features on a map.	<p>To learn how to use read and use an 8-point compass to give directions</p> <p>To use a 4 figure grid reference to locate places on an OS map and to recognise symbols on an OS map</p> <p>To use map reading skills to practise orienteering</p> <p>To know the difference between human and physical geography</p> <p>To carry out a case study into a city and describe and understand aspects of human geography of that city including: the type of settlement; land use; economic activity and trade links; and the distribution of natural resources</p>	Compass, ordnance survey, grid reference, symbols, human geography, settlement, culture, trade links, economic distribution.	<p>To use geographical skills to read and 8-point compass</p> <p>To use geographical skills to read a map using 4 figure grid reference</p> <p>To locate a chosen city using a map or digital technologies</p> <p>To observe and explain the human and physical features of a chosen city</p>
Summer	Coasts and Rivers	<p>To be able to locate the local area on a map and to give directions</p> <p>To learn about physical and human features of our local area.</p> <p>To identify different types of services in the local area.</p> <p>To be able to collect and record evidence.</p> <p>To be able to evaluate what the local area is like.</p>	To understand and investigate the different processes of coastal erosion. To research how caves, arches and stacks are formed and to locate and observe examples of these feature around Britain. To understand how beaches are formed and how longshore drift affects the coastline of Britain. To understand the important role the RNLI plays in protecting people around the coasts of Britain. To understand the different stages of the water cycle. To investigate how rivers get their water. To learn and label the different features of a river. To locate the key British and world rivers using an atlas. To understand erosion and deposition and how these affect the course of a river over time. To explain how we use rivers and the advantages and disadvantages of these uses to the local environment.	Erosion, weathering, physical weathering, biological weathering, chemical weathering, cave, arch, stack, stump, longshore drift, RNLI, evaporation, condensation, water vapour, precipitation, surface run off, source, stream, upper course, middle course, lower course, meander, ox-bow lake, tributaries, confluence, mouth, erosion and deposition,	<p>To observe physical examples of erosion and weathering around the school. To use Google Earth to observe different coastal features</p> <p>To use fieldwork to observe, record and explain physical features of a local coastline (Lancing beach). To use fieldwork to observe, record and explain physical features of a local wetland (Pulborough Brooks). To use an atlas/map to locate and trace the route taken by different rivers</p>

# North Lancing Primary School – Knowledge Progression in Geography (Year 6)



Year 6	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Geographically:
Autumn	<p>Identify the position and significance of southern hemisphere, equator, South American countries</p> <p>Knowledge of countries and continents around the world</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. To use world maps, atlases and globes to identify countries, continents and oceans.</p> <p>To explore why the rainforest is under threat and the measures taken to protect it.</p>	<p>To know the oceans and some countries around the world including South American Countries (Journey of Darwin in The Beagle) – map skills</p> <p>Identifying countries of South America; African countries; the continents; key mountains and rivers and other features.</p> <p>Identify countries and their continent as part of Christmas Around the World focus. Look at location, hemisphere, continent, population, foods, key geographical features of each.</p> <p>Environmental issues through work of Boyan Slat, Greta Thunberg, Isabel and Melati Wijsen. Impact of humans on the environment and the need for sustainability.</p>	<p>South America; Europe; North America; Africa</p> <p>Map; atlas; globe</p> <p>Equator</p> <p>Hemisphere</p> <p>Equator</p> <p>Archipelago</p> <p>Atlantic/Pacific/ Indian oceans</p> <p>energy</p> <p>pollution</p> <p>fossil fuels</p> <p>clean energy</p> <p>sustainable</p> <p>hydro-electric power (HEP)</p> <p>power plant</p>	<p>Map skills</p> <p>Using a globe</p> <p>Plotting a route on a map</p>
Spring	<p>Human and physical geography of Egypt. Studying the Nile and the way trade and development of population growth revolves around the area. To study different biomes around the world (cross curricular with science) looking at location on maps;</p>	<p>To carry out a case study into a city and describe and understand aspects of human geography of that city including: the type of settlement; land use; economic activity and trade links; and the distribution of natural resources</p>	<p>To identify key geographical features of Egypt.</p> <p>To study the way the Nile effects the development of human geography through trade, farming, land use and how this has changed over time since Ancient Egypt to present day.</p> <p>To understand biomes – their key features, where they are on a map of the world; what makes them unique and identifiable; key features such as rivers, mountains and hills.</p>	<p>Biome</p> <p>Taiga; Rainforest; Arctic; Antarctic; desert; urban</p> <p>precipitation</p> <p>evaporation</p> <p>condensation</p> <p>greenhouse gasses</p> <p>greenhouse effect</p>	<p>Map skills</p> <p>Using a globe</p> <p>Interpreting a range of sources including aerial photographs</p> <p>Communicating geographical information through charts and writing</p> <p>Changes to features over time</p>
Summer	<p>Map work on Ordnance Survey and use of 6 figure grid references. Sketch maps, plans and use of digital technologies</p>	<p>To learn how to use read and use an 8-point compass to give directions</p> <p>To use a 4 figure grid reference to locate places on an OS map and to recognise symbols on an OS map</p> <p>To use map reading skills to practise orienteering</p>	<p>To use an Ordnance Survey map and identify the key symbols.</p> <p>To plot a route from their home to their new secondary school on a map and identify grid reference numbers and key features.</p> <p>To plot a route and use digital technology for our Well Being Walk along the seafront. Plot a route and create a map identifying key features along the seafront from The Perch at Lancing Beach Green to Seaside Café in Goring.</p> <p>Use a scale to draw the map accurately.</p>	<p>Six figure grid reference</p> <p>Sketch map</p> <p>Digital technology and mapping</p> <p>Ordnance Survey</p> <p>Key</p>	<p>Mapping skills</p> <p>Sketch map</p> <p>Map reading</p> <p>Scale work</p> <p>Keys</p> <p>Ordnance Survey knowledge</p>