

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



Reception	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Geographically:
Autumn 2	<p><b>People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some 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.</p> <p><b>The natural world:</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>				
	Animals and habitats What is a map?	To talk about what they see, using a wide vocabulary. To begin to understand the need to respect and care for the natural environment.	To draw and describe a familiar route around the school. To draw a simple map- bedroom, school To know there are different climates around the world To know animals, live in different places in the world	Environment, forests, grasslands, deserts, mountains, polar regions and aquatic, map, direction, birds eye view, climate.	Looking at the globe and maps Explore the natural environment around them. Draw information from a simple map. Recognise some environments are different from the one in which they live.
Spring 2	People who help us Where do I live?	Maps are used to know where things are. To know I live in lancing	To know where we live in comparison to the school, the local park. Where we all live in the country. To know basic features of a town- park, library, school, shop, farm To talk about members of their community.	Map, directions, next to, near, far, town	Creating a local map Going on a local walk
Summer 1	Once upon a time. Is the UK the same as other countries?	Know that there are different countries in the world.	To know we have stories that can be from another place that is different to their country. 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.	Country, town, similar, different, globe	To use stories from around the world and compare to a story based in the United Kingdom. Identifying similarities and differences

# 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>Reception children learnt about where we live in comparison to the school. Name and described people who are familiar to them. They looked at globes and maps and explore the natural environment around them.</p> <p>Vocab: Environment, Country, town, similar, different, globe</p>	<p><b>Human and physical geography</b> Use basic geographical vocabulary to describe human and physical features of our immediate local (Lancing) area/school. To use aerial photographs to recognise landmarks in my local (school) environment. To use my observational skills to study the geography of my school and its grounds.</p> <p><b>Geographical skills &amp; fieldwork</b> Use world maps, atlases and globes to identify the UK, land and sea and what we can see from our school location. Use simple fieldwork to study the geography of the school and its grounds and the key human and physical features.</p>	<p>Human features: town, shops, houses, train station, roads.</p> <p>Physical features: sea, land, river, coast, farmland, hill, wood, beach, coastline, cliffs.</p>	<p>Interpret a range of sources of geographical information, including maps (different perspectives and purposes), diagrams, globes, aerial photographs.</p> <p>Communicate geographical information in a variety of ways through maps and sorting activities and discussion.</p>
Spring	<b>UK Geography &amp; Fictional maps</b>	<p>In Reception the children learnt about the purposes of maps. They learnt that we live in England.</p> <p><i>Key vocab: Ocean, water, salt, seaweed, tide, safety, beach, Atlantic, English Channel, shore, port, harbour.</i></p>	<p>To recognise that United Kingdom is an island. To know the United Kingdom is made up of 4 countries. To use basic human and physical geographical vocabulary to talk about each country within the United Kingdom. To begin to recognise landmarks associated with the capital cities of the United Kingdom. To name the 4 capital cities of the United Kingdom.</p>	<p>Human features: key features of capital cities of the United Kingdom – e.g. Big Ben.</p> <p>Physical features: beach, cliff, forest, mountain, ocean, valley, Loches.</p>	<p>Locate UK on the world map. Name, locate four countries of UK and their capital cities. Develop contextual knowledge of location (human and physical key features). Interpret a range of sources to develop geographical understanding.</p>
Summer	<b>Around the World Plan Bee</b>	<p>In Reception 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, iceberg, melting, global, north, south, Orca, Narwhale, seal, Polar bear, Arctic fox, cub, pup,</i></p>	<p><i>To be able to locate Europe, Asia, Africa, Australasia/Oceania, North/South America, Antarctica on a world map and identify some of its countries and features.</i> <i>To explore the features and characteristics of countries within the continents.</i> To explore seas and oceans around the Continents.</p>	<p>Continents, Countries, Borders, Features <i>Europe, Asia, Africa, Australasia/Oceania, North/South America, Antarctica, Equator, Sea/Ocean, Arctic Southern, Pacific Atlantic Indian Map, local, place, globe</i></p>	<p>I know where the equator line is on a map and what it means. I can name some of the seven continents on a world map. I can name some of the seas and oceans. I can use geographical vocabulary when talking about this subject.</p>

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



Year 2	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Geographically:
Autumn 2	<p><b>Map Makers</b> What is my school like? What are the connections between my school, me (and others) and my local area?</p>	<p><b>Local area</b> Use simple fieldwork and observational skills to describe the key human and physical features of the school's surrounding environment</p>	<ul style="list-style-type: none"> <li>Use locational and directional language to describe the location of features and routes on a map</li> <li>create a simple block graph to show results of a travel to school survey</li> <li>analyse and communicate geographical information in simple terms</li> <li>Know how to devise a simple map referring to key human features and use and construct basic symbols in a key.</li> </ul>	positional language: right, left, turn, on, under, beneath, through, below, above, in, inside, outside, directions, instructions, route, map, symbols, plan view, observational drawing, field work, block graph, survey, travel, transport, journey	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to devise routes and maps around the school</li> <li>Use plan perspectives and aerial photographs to recognise landmarks within the school grounds</li> <li>Participate in fieldwork (traffic survey) and analyse and communicate geographical information</li> <li>To be able to use compass points to navigate around a map.</li> </ul>
Spring 1	<p><b>Ice Polar Explorers</b> Why is it cold on the North and South Poles?</p>	<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans</p>	<ul style="list-style-type: none"> <li>Locate the hot and cold areas of the world in relation to the North and South Poles and the Equator on a globe</li> </ul>	North Pole, South Pole, Equator, nearest / furthest away from the sun, hot, cold, ocean, weather, land, continent, Arctic, Antarctic	<ul style="list-style-type: none"> <li>Use accurate physical geography to describe the North and South Poles</li> <li>Identify the hot and cold areas of the world in relation to the Poles and the Equator</li> </ul>
Summer 1	<p><b>Where do I live?</b>  What is it like where I live?</p>	<p>To recognise that United Kingdom is an island. To know the United Kingdom is made up of 4 countries. To use basic human and physical geographical vocabulary to talk about each country within the United Kingdom.</p>	<ul style="list-style-type: none"> <li>To be able to name the seven continents and locate the UK on a world map.</li> <li>Name each of the countries of the UK and their capital cities.</li> <li>Talk about some of the human and physical features of each country,</li> <li>Identify the national flowers and flags.</li> <li>Identify the difference between villages, towns and cities, and understand the terms 'urban' and 'rural'.</li> </ul>	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, rural, urban, city, town, village, factory, farm, house, office, port, harbour shop capital city country, natural and human environments, national, address	<ul style="list-style-type: none"> <li>Locate and identify each of the four countries of the UK and their capital cities.</li> <li>Locate their local area on a map of the UK.</li> <li>Talk about what kind of settlement they live in.</li> <li>Use different sources to explore their local area, using appropriate vocabulary to describe what it is like.</li> </ul>
Summer 2	<p><b>Let's go on Safari</b>  What is the same and different between the UK and Kenya?</p>	<p>Name and locate the world's seven continents and five oceans.  Use world maps, atlases and globes to identify the countries, continents and oceans studied in Year 1.</p>	<ul style="list-style-type: none"> <li>Name and locate the seven continents and five oceans of the world on a world map.</li> <li>Locate Africa on a world map and identify the countries of the UK and Kenya.</li> <li>use appropriate vocabulary to describe the different landscapes of Kenya and their features, such as savannahs, valleys, mountains and beaches.</li> <li>Describe Kenya's wet and dry seasons and use geographical vocabulary to compare Kenya's climate to the UK climate.</li> </ul>	<i>Seasons, weather, climate, hot, cold, wet, dry, equator, windy, savannah, valley, mountain, beaches, cities, village, Kikuyu, Maasai,</i>	<ul style="list-style-type: none"> <li>Explore what they might see on a Kenyan safari (link to habitats studied in science)</li> <li>Explore how different places around the world have different climates based on the location of the poles and the equator</li> <li>Use compass points to navigate around a map.</li> <li>Use photos to identify some different land features of Kenya.</li> <li>Compare large cities and small villages.</li> <li>Find out about the people and culture of Kenya.</li> </ul>

# 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 Compared Jamaica to Sva	<ul style="list-style-type: none"> <li>To be able to locate the local area on a map and to give directions</li> <li>To learn about physical and human features of our local area.</li> <li>To identify different types of services in the local area.</li> <li>To be able to collect and record evidence.</li> <li>To be able to evaluate what the local area is like</li> <li>To discuss similarities and differences with our local area (year 2)</li> </ul>	Local area, map, directions, human features, physical features, collect, record, evidence, evaluate, Ordnance Survey maps, compass, rural, urban, residential, commercial, agricultural or industrial community, similarities, differences.	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.	<ul style="list-style-type: none"> <li>To find out what a rainforest is and where they are found.</li> <li>To explore the layers of vegetation in a rainforest.</li> <li>To investigate the climate of the rainforest.</li> <li>To find out about the people and settlements of the rainforest.</li> <li>To explore why the rainforest is under threat and the measures taken to protect it.</li> <li>To discuss similarities and differences with our local area (previous topic) and prior knowledge (year 2).</li> </ul>	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, vegetarian belt.	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	Investigating India	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.	<ul style="list-style-type: none"> <li>To explore India and where it is in the world.</li> <li>To explore the mountain ranges found in India.</li> <li>To explore some of the major rivers in India.</li> <li>To explore the human and physical features of cities in India.</li> <li>To explore India's culture and its influence on other countries.</li> <li>To be able to compare India to the United Kingdom.</li> </ul>	India, Human, Physical, locate, world map, countries, continents, Asia, northern hemisphere, population, Arabian sea, Indian ocean, Bay of Bengal, New Delhi, Hindu, religion, density, climate, mountain ranges, tectonic plates. The Himalayas, rivers, Mumbai, Kolkata, culture, influence, traditions, customs, civilisations, cuisine, United Kingdom, similarities, differences,	I can locate India on a world map. I can use a climate map with a key to identify different climates in India. I can locate the cities of New Delhi, Kolkata and Mumbai on a map of India. I can use the street view function on Google maps to explore the human and physical features of cities in India. I can use population density maps to compare the populations of India and the UK.

# 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/atlases to locate these countries. Study Tundra (Scandinavia) Where Vikings live? Including the vegetation belt.	Invaded, settled, settlements, Norway, Sweden, Denmark, England, Scotland, Ireland, homelands, location, region, map, atlas, Europe, Scandinavia, Tundra, Vegetation belt.	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 identify the seven continents of the world. 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 Shoreham Fort and its strategic location during World War Two (i.e. physical location – coastal defence, major shipping port, proximity to major cities). Link evacuation to geographical regions within the UK. Name and locate counties and cities of the UK and identify human and physical characteristics.	Blitz, cities, location, region, physical features, coast, port, use, London, capital city, Germany, Poland, France, geographical regions, human characteristic, physical characteristics.	Name and locate continents, countries and cities on large scale maps, e.g. find UK, USA. Name and locate major cities and countries 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.
Summer 1	Volcanoes	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, mantle, 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
Summer 2	Earning a living	To describe and understand key aspects of human geography.	To explore the reasons why people work and the different types of jobs they have and why they are important. To know what a job sector is and group jobs into sectors. To name some different industries in the UK. To find out how people earn a living in other parts of the world compared to the UK and understand how a country's climate and resources affect its industry and economy. To identify some of the reasons adults don't work including unemployment and retirement. To learn about the help given to the unemployed in the UK compared to other countries around the world. To start to consider the effect unemployment has on family and friends. To explore the reasons why children in other parts of the world have to work instead of going to school.	Job sector, industries, business, economy, earn a living, employment, unemployment, retirement, finance, agriculture, education, health, services, United Kingdom, trade, fair trade, government, child labour, salary, export, import.	To explain some of the reasons why people work and the variety of jobs that exist. To identify the main job sectors and sort jobs according to these sectors. To know what an economy is and name some of the main industries in the UK. To know that different parts of the world have different industries and how people in other parts of the world earn a living. To understand the reasons why some people are unemployed and the effects that this has. To understand the link between education and employment and know that children in poorer countries have to work to support their families.

# 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.	To understand the growth, spread and size of the Roman empire 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 To look at settlement, why would you settle? Including topographical features including hills, mountains, sources of water and potential farmland. 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	Invasion, empire, occupation, Celts, Hadrian's wall, Londinium, Fosse Way, types of settlement	To use fieldwork skills to observe the site of a local Iron Age settlement. Use maps, atlases to locate countries in Europe. 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.
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.	To know how to use the index of an atlas to locate cities, countries and features of places on the UK, Europe and the world. To learn how to use read and use an 8-point compass to give directions To use a 4 figure grid reference to locate places on an OS map and to recognise symbols on an OS map To use map reading skills to practise orienteering To know the difference between human and physical geography 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	Index, map key, continent, capital city, compass, ordnance survey, grid reference, symbols, human geography, settlement, culture, trade links, economic distribution.	To use geographical skills to read and 8-point compass To use geographical skills to read a map using 4 figure grid reference To locate a chosen city using a map or digital technologies To observe and explain the human and physical features of a chosen city
Summer 1	Water World	Name and locate the seven continents and five oceans of the world on a world map. To explore some of the major rivers in India.	To explore water on our planet. To understand and explain the water-cycle. To explore why we need water and how we use it. To compare the difference in water availability and usage in the UK and Kenya. To explore how water can be used for power to contribute to a sustainable future. To investigate and explore a local body of water.	Ocean, sea, reservoir, bay, gulf, strait, glazier, fjord, salt water, fresh water, water (hydrological) cycle, precipitation, infiltration, evaporation, transpiration, condensation, transportation, water treatment, collecting rain, storage, screening, removing particles, final treatment, conserve, water conservation, water-scarce, domestic, industry, agriculture, drought, distribution, sustainable future, hydropower.	I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water. I can identify local bodies of water on a map. I can use fieldwork to observe, measure, record and present information about a local body of water.
Summer 2	Extreme Earth	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 find out about the Earth's climate and areas of extreme temperatures. To find out about the water cycle and the distribution of water across the world. To find out about extreme weather conditions across the world. To find out about earthquakes and what causes them. To find out about tsunamis and how they are caused. To find out what volcanoes are and how they are formed.	Phenomena, climate, atmosphere, equator, arctic/antarctic circle, water cycle, forest fires, drought, lightning, tropical storms, typhoons, hurricanes, cyclones, hailstorms, blizzards, tornadoes, earthquakes, tectonic, crust, seismic, tremors, fault, richter scale, tsunami, shockwaves, magnitude,	Describe and understand key aspects of extreme weather. 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 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 North and 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 Wijzen. Impact of humans on the environment and the need for sustainability.</p>	<p>South America; Europe; North America; Africa, Map; atlas; globe, Equator</p> <p>Hemisphere, Equator</p> <p>Archipelago, Atlantic/Pacific/ Indian oceans, energy, pollution, fossil fuels, clean energy, sustainable, hydro-electric power (HEP), 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 and compare to a region of the UK, looking at similarities and differences.</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 precipitation</p> <p>evaporation</p> <p>condensation</p> <p>greenhouse gasses</p> <p>greenhouse effect</p> <p>vegetation belt, forest, grassland, tundra, desert, ice sheet,</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>Our Local Area- a study into our local area and Worthing seafont connected to our Well-Being Walk</p>	<p>To learn how to use read and use an 8-point compass to give directions</p> <p>To use a 6 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 explore economic activity as part of a local area study.</p> <p>To explore land use as part of a local area study.</p> <p>To explore settlements as part of a local area study.</p> <p>To explore climate zones as part of a local area study.</p> <p>To explore rivers as part of a local area study.</p> <p>To explore mountains and hills as part of a local area study.</p>	<p>Import, export, land use, residents, common, reserve, forest, public, private, manufacture, commercial, residential, industrial, settlements, hamlet, metropolis, city, town, village, hamlet, isolated, function, low/high order services, climate zones, weather patterns, seasons, sheltered, temperatures, degrees centigrade, rivers, streams, mountains, topographic, natural, man made, grid references, flora, fauna, upland areas, hill ranges, peaks, summit, Marilyn, Munroes, Furths, Hewitts</p>	<p>Use fieldwork to: observe where some of the UK's natural resources can be found; identify different examples of land use in my local area; take photos and make notes about my local area, then use this information to make a corresponding map or model. Use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. Use fieldwork to: gather information about the vegetation and wildlife of a local river; gather weather data about my local area; gather information about rock type, vegetation and wildlife on a local hill or mountain. Use a topographical map to identify the major mountain ranges of the UK.</p>