

Baydon St Nicholas Knowledge Progression Geography - Kapow Scheme of work

Knowledge	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork	Looking Ahead
EYFS RECEPTION	- To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) - To know that usually water is represented in blue on a map or globe. - To know the name of their school and the place where they live. - To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)	- To know that places within this country can differ from each other - To know that there are differences between places in this country and places in other countries.	- To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. - To know some of the key characteristics of each season. - To know that there are four seasons in a year marked by certain weather conditions. - To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). - To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	- To know that a map is a picture of a place. - To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind). - To know that a place and its features can be represented in a picture.	END of Key Stage 1 (Year 2) - 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 - 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 - 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 - use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - 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.

Knowledge	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork	Looking Ahead
KS1 Year 1 & Year 2	- To be able to name the seven continents of the world. - To know that a continent is a group of countries. - To know that they live in the continent of Europe. - To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean. - To be able to name the five oceans of the world. - To know that the UK is short for 'United Kingdom'. - To know that a country is a land or nation with its own government. - To know that the United Kingdom is made up of four countries and their names. - To know the name of the country they live in. - To know that there are four bodies of water surrounding the UK and to be able to name them. - To name some characteristics of the four capital cities of the UK. - To know the four capital cities of the UK. - To know that a capital city is the city where a country's government is located.	- To know that life elsewhere in the world is often different to theirs. - To know that life elsewhere in the world often has similarities to theirs. - To know some similarities and differences between their local area and a contrasting non-European country.	- To know the four seasons of the UK. - To know that 'weather' refers to the conditions outside at a particular time. - To know that different parts of the UK often experience different weather. - To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. - To know that weather conditions can be measured and recorded. - To know that physical features means any feature of an area that is on the Earth naturally. - To know that human features means any feature of an area that was made or built by humans. - To know that the Equator is an imaginary line around the middle of the Earth. - To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. - To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. - To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. - To know that coasts (and other physical features) change over time. - To know some key physical features of the UK. - To know that a sea is a body of water that is smaller than an ocean. - To know that human features change over time. - To know some key human features of the UK.	- To know that an aerial photograph is a photograph taken from the air above. - To know that atlases give information about the world and that a map tells us information about a place. - To know that a map is a picture of a place, usually drawn from above. - To know that symbols are often used on maps to represent features. - To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). - To know what a sketch map is. - To know that a compass is an instrument we can use to find which direction is north. - To know which direction is N, S, E, W on a map. - To know that a globe is a spherical model of the Earth. - To begin to recognise world maps as a flattened globe. - To know that maps need a title and purposes - To know that maps need a key to explain what the symbols and colours represent. - To know that a tally chart is a way of collecting data quickly - To know that a pictogram is a chart that uses pictures to show data.	END of Key Stage 1 (Year 2) - 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 - 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 - 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 - use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - 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.

Knowledge	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork	Looking Ahead
Year 3 & Year 4	- To know where North and South America are on a world map. - To know the names of some countries and major cities in Europe and North and South America. - To know the names of some of the world's most significant mountain ranges. - To know the names of some of the world's most significant rivers. - To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. - To know that climate zones are areas of the world with similar climates. - To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). - To know that biomes are areas of the world with similar climates, vegetation and animals. - To know the world's biomes. - To know vegetation belts are areas of the world which are home to similar plant species. - To know the name of some counties in the UK (local to your school). - To know the name of some cities in the UK (local to your school). - To know the name of the county that they live in and their closest city. - To begin to name the twelve geographical regions of the UK. - To know the main types of land use. - To know some types of settlement. - To know that countries near the Equator have less seasonal change than those near the poles. - To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. - To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. - To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. - To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. - To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. - To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. - To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	- To know the negative effects of living near a volcano. - To know the positive effects of living near a volcano. - To know the negative effects an earthquake can have on a community. - To know ways in which communities respond to earthquakes.	- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. - To know the courses and key features of a river. - To know the different types of mountains and volcanoes and how they are formed. - To know that an earthquake is the intense shaking of the ground. - To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. - To know the world's biomes. - To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. - To know that climate zones are areas of the world with similar climates. - To know the world's different climate zones. - To know that climates can influence the foods able to grow. - To know the main types of land use - To know the different types of settlement - To know water is used by humans in a variety of ways. - To know an urban place is somewhere near a town or city. - To know a rural place is somewhere near the countryside. - To know that a natural resource is something that people can use which comes from the natural environment. - To know the threats to the rainforest both on a local and global scale. - To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. - To know the UK grows food locally and imports food from other countries.	- To understand that a scale shows how much smaller a map is compared to real life. - To recognise world maps as a flattened globe. - To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. - To know that an OS map shows human and physical features as symbols. - To know that grid references help us locate a particular square on a map. - To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. - To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). - To know an enquiry-based question has an open-ended answer found by research. - To know how to use various simple sampling techniques. - To know what a questionnaire and an interview are. - To know that quantitative data involves numerical facts and figures and is often objective. - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. - To know a Likert scale is used to record people's feelings and attitudes. - To know that qualitative data involves opinions, thoughts and feelings and is often subjective. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.	END of Key Stage 2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Knowledge	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork	Looking Ahead
Upper KS2 Year 5 & Year 6	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cap, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland). To know the name of many countries in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK. To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.	- To know some similarities and differences between the UK and a European mountain region. - To know why tourists visit mountain regions.	- To know vegetation belts are areas of the world that are home to similar plant species - To name and describe some of the world's vegetation belts. - To know why the ocean is important. - To know the global population has grown significantly since the 1950s. - To know which factors are considered before people build settlements. To know which factors are considered before people build settlements. - To know migration is the movement of people from one country to another. - To know that natural resources can be used to make energy. - To know some positive impacts of humans on the environment. - To know some negative impacts of humans on the environment.	To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data. To know a line graph can represent variables over time. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.	END of Key Stage 2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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the countries with the hottest climates. - To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. - To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. - To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	- To know the negative effects of living near a volcano. - To know the positive effects of living near a volcano. - To know the negative effects an earthquake can have on a community. - To know ways in which communities respond to earthquakes.	- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. - To know the courses and key features of a river. - To know the different types of mountains and volcanoes and how they are formed. - To know that an earthquake is the intense shaking of the ground. - To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. - To know the world's biomes. - To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. - To know that climate zones are areas of the world with similar climates. - To know the world's different climate zones. - To know that climates can influence the foods able to grow. - To know the main types of land use - To know the different types of settlement - To know water is used by humans in a variety of ways. - To know an urban place is somewhere near a town or city. - To know a rural place is somewhere near the countryside. - To know that a natural resource is something that people can use which comes from the natural environment. - To know the threats to the rainforest both on a local and global scale. - To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. - To know the UK grows food locally and imports food from other countries.	- To understand that a scale shows how much smaller a map is compared to real life. - To recognise world maps as a flattened globe. - To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. - To know that an OS map shows human and physical features as symbols. - To know that grid references help us locate a particular square on a map. - To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. - To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). - To know an enquiry-based question has an open-ended answer found by research. - To know how to use various simple sampling techniques. - To know what a questionnaire and an interview are. - To know that quantitative data involves numerical facts and figures and is often objective. - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. - To know a Likert scale is used to record people's feelings and attitudes. - To know that qualitative data involves opinions, thoughts and feelings and is often subjective. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.	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