

# Walkeringham Primary School Geography Disciplinary Knowledge Progression



Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational and Place Knowledge</b>							
Discuss places that they have been to before	Name and locate different parts of the local community	Begin to name and locate significant places in their locality, the UK and wider world	Name and locate significant places in their locality, the UK and wider world	Name and locate a range of places in their locality, the UK and wider world	Name and locate a range of places in their locality, the UK and wider world showing some awareness of globally significant features	Name and locate a range of places in the world including some globally significant features and events	Name and locate a wide range of places in the world including globally significant features and events
<b>Human and Physical Geography</b>							
Explore their surroundings	Use the local area for exploring both the built and the natural environment	Begin to describe places and features using basic geographical vocabulary	Confidently describe places and features using basic geographical vocabulary	Use geographical language to identify some human and physical features	Use geographical language to identify and explain some human and physical features	Recognise patterns in human and physical features giving simple explanations	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns
Talk about their surroundings	Express their opinions on natural and built environments	Make simple observations about their surroundings	Make observations about features that give places their character	Describe the simple ways features and places change	Describe how features and places change and the links between people and environments	Recognise the links and interactions between people, places and environments	Explain some links and interactions between people, places and environments

## Enquiry and Investigation

Ask simple questions about their surroundings	Ask and answer questions about aspects of their familiar world	Ask and after discussion answer simple geographical questions	Ask and answer simple geographical questions	Ask and begin to form more detailed responses to guided geographical questions	Ask and respond to guided geographical questions including 'how?' and 'why?'	Ask and after discussion respond to open ended geographical questions e.g. What happened in the past to cause that? How is it likely to change in the future?	Ask and respond to open ended geographical questions e.g. What happened in the past to cause that? How is it likely to change in the future?
Show some awareness of similarities and differences	Describe simple similarities and differences	Describe similarities and differences	Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments	Begin to identify and describe similarities, differences and patterns when investigating different places, environments and people	Identify and describe similarities, differences and patterns when investigating different places, environments and people	Make simple predictions and with support test simple hypotheses about people, places and geographical issues	Make predictions and test simple hypotheses about people, places and geographical issues

## Fieldwork

Explore and navigate their surroundings	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places	Begin to develop simple fieldwork and observational skills when studying the geography of their school and local environment	Develop simple fieldwork and observational skills when studying the geography of their school and local environment	Observe and record physical and human features of the environment	Observe, record, and explain physical and human features of the environment	Use simple numerical and quantitative skills to analyse and with support interpret and present data collected from fieldwork observation,	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings
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						measurements and recordings	
<b>Interpreting Sources</b>							
Visit local places and explore simple maps and photographs in play	Use simple sources such as simple maps, photographs, magnifiers and visits to local places	With support, use a simple range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow simple routes	Use a simple range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes	With support, use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information	Use a wider range of geographical information and maps including scale, projections, thematic and digital maps	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps
Have some awareness of simple locational language	Use simple locational and directional language (e.g. near, far)	With support, use simple compass directions as well as locational and directional language when describing features and simple routes	Use simple compass directions as well as locational and directional language when describing features and routes	With support, recognise Ordnance Survey symbols on map and begin to locate features using four figure grid references	Recognise some Ordnance Survey symbols on maps and locate features using four-figure grid references	Recognise a range of Ordnance Survey symbols on maps and begin to locate features using six-figure grid references	Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references
<b>Environmental Issues</b>							
Show awareness of their local environment	Talk about their local environment	Express views about the environment	Express views about the environment and recognise how people sometimes affect the environment	Express their opinions on simple environmental issues	Express their opinions on environmental issues and recognise that other people may think differently	After discussion, evaluate responses to local geographical issues or global issues and events	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events
<b>Mapping</b>							

Follow simple directions (up, down)	Follow simple directions (up, down, forwards, backwards)	Follow directions (up, down, left, right, forwards, backwards) with support (North East, South, West)	Follow directions (up, down, left, right, forwards, backwards, North, East, South, West)	Begin to use 4 compass points	Use 4 compass points and begin to use 8 compass points	Use 8 compass points	Use 8 compass points confidently and accurately
				Begin to use letter/number co-ordinates to locate features on a map	Use letter/number co-ordinates to locate features on a map	Use 4 figure co-ordinates to locate features on a map	Use 4 figure co-ordinates confidently to locate features on a map
						Begin to use 6 figure grid references; use latitude and longitude on atlas maps	Use 6 figure grid references; use latitude and longitude on atlas maps
	Draw and create their own maps using real objects, pictures and symbols	Draw a map of a real or imaginary place	Confidently draw a map of a real or imaginary place	Make a map of a short route experienced, with some features in correct order	Make a map of a short route experienced, with features in correct order, using a simple scale	Draw thematic maps	Draw a variety of thematic maps based on their own data
	Look at signs and symbols on different types of maps	Recognise the key on a map	Begin to understand the need for a key	Know why a key is needed	Know and explain why a key is needed		
		Use given symbols to make a simple key	Use class agreed symbols to make a simple key	With support, use some symbols on an OS map	Use a small range of symbols on an OS map	Use a range of OS map and atlas symbols	Use OS map and atlas symbols
	Use a simple map with symbols to spot features in the school	Follow a simple route on a map, begin to use an aerial map and	Follow a route on a map, use an aerial map and an	Begin to locate places on large scale maps and follow a route	Locate places on large scale maps and follow a route	Follow a short route on an OS map	Follow a short route on an OS map and describe features shown

	grounds or in the local community	infant atlas to locate places	infant atlas to locate places				
<i>Style of Maps: Story Maps</i>	<i>Style of Maps: Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps</i>	<i>Style of Maps: Picture maps, globes, large scale OS maps and teacher draw maps</i>	<i>Style of Maps: Picture maps, globes, large scale OS maps and teacher draw maps</i>	<i>Types of Maps: Large scale OS maps, medium scale OS maps, internet maps sites, junior atlases</i>	<i>Types of Maps: Large scale OS maps, medium scale OS maps, internet maps sites, junior atlases</i>	<i>Types of Maps: Medium scale land ranger OS maps, atlases (use index and contents page within atlases), internet map sites</i>	<i>Types of Maps: Medium scale land ranger OS maps, atlases (use index and contents page within atlases), internet map sites</i>

### Geographical Vocabulary

Up, down, school, house, map	Up, down, forwards, backward, school, house, shop, park, map, near, far	Up, down, left, right, forwards, backwards, North East, South, West, near, far, globe, long, short, Atlas	Up, down, left, right, forwards, backwards, North East, South, West, aerial view, larger, smaller, route, environment, location	North, East, South, West, fieldwork, compass, landscape, community, settlement, Ordnance Survey, Google Maps	North, East, South, West, North-East, South-East, South-West, North-West, urban, rural, settlement patterns, distance, scale	North, East, South, West, North-East, South-East, South-West, North-West, climate, grid reference, industrial, population, development, industry, index page, contents page	North, East, South, West, North-East, South-East, South-West, North-West, migrate, sustainability, immigrant, climate zones, symbols,
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## The Impact of Geography: End Points

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>A Nursery child working at the expect standard will be able to discuss places that they have been before, talk about and ask questions about their surroundings. They will have an awareness of some simple directional language and be able to follow simple directions. They will be familiar with story maps.</p>	<p>A Reception child working at the expected standard can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They will be able to explain some similarities and differences between life in this country and life in other countries, drawing on</p>	<p>A Year 1 pupil working at the expected standard will be able to name and identify on a map, atlas or globe the four countries that make up the United Kingdom, their capital cities and their surrounding seas. They know their own address and postcode, local area, county and the country they live in. They know details about housing and buildings in their locality. They talk about the different types of weather and seasons, and know hot places on the globe are located near the equator.</p>	<p>A Year 2 pupil working at the expected standard will be able to name the 7 continents and 5 oceans. They can name some famous landmarks in UK and compare how the UK is the same or different to another country. They know the region they live in and the continent. They can discuss the different climate zones and know that countries near to the equator don't have seasons. They can carry out field work and they can create their own maps using a simple key.</p>	<p>A Year 3 pupil working at the expected standard will have a comprehensive understanding of the UK and some of its cities, counties and regions, as well as knowing European countries and capital cities, and the wider world being able to locate the northern and southern hemisphere. They can carry out fieldwork through the use of maps. They know and can name the four points of a compass. They are beginning to ask more searching questions including, 'how?' and, 'why?'.</p>	<p>A Year 4 pupil working at the expected standard will know where Europe is and be able to name a number of its countries and significant physical features. They will be able to use an atlas with confidence to locate features such as continents, countries and the physical features. They can identify geographical features and processes. They can identify, describe and explain geographical features, processes (changes), and patterns. They can carry out fieldwork through</p>	<p>A Year 5 pupil working at the expected standard will be aware of the cities/states and varied human and physical features across the world whilst being able to compare them with the UK. They can identify geographical features and processes and can describe them. They can use a range of maps and read information from them and be able to plot their own maps using a variety of symbols. They will be able to use fieldwork to observe, measure and record human and physical features using a range of methods.</p>	<p>A Year 6 pupil working at the expected standard will be able to use a wide vocabulary of geographical terms to explain their understanding of the UK and countries around the world, making comparisons of many features including climate, population and lifestyles. They will be able to use fieldwork to observe, measure and record human and physical features using a range of methods and interpret their findings. They will be able to explain how</p>

	knowledge from stories, non-fiction texts and (when appropriate) maps.				the use of maps and four figure grid references. They can ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes.	They will be beginning to use six figure grid references and understand how contour lines are used.	the physical features of a country impact on land use and industry. They will be able to comment on the impact of humans on the environment and develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to deforestation.
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