



# **Manor Primary School**

## **Geography Progression of Knowledge and Understanding.**

Exceptionality

Collaboration

Integrity

Respect

## Manor Primary School

### Geography Progression of Knowledge and Understanding

#### Geographical Enquiry

<b>Birth to three</b>	<ul style="list-style-type: none"> <li>✚ Explore immediate environments inside and outside.</li> </ul>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>✚ Talk about what can be seen using a wide vocabulary</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>✚ Use first hand observations and simple maps to find out about school.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>✚ Use simple geographical vocabulary to describe features and locations.</li> <li>✚ Ask and answer simple geographical questions about features and locations that have been learnt about.</li> <li>✚ Use first hand observations, photographs and simple maps and plans to find out about school and local area.</li> <li>✚ Express views about geographical features and locations.</li> <li>✚ Recognise how places have become the way they are.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>✚ Use geographical language to describe features and locations that have learnt about.</li> <li>✚ Ask and answer geographical questions about features, locations and places on a widening scale.</li> <li>✚ Use first hand observations, photographs, including aerial photographs, simple maps and plans to find out about places on a widening scale across the UK, Europe and the World.</li> <li>✚ Express views about places, people, environments and locations, giving detailed reasons to support likes, dislike and preferences.</li> <li>✚ Make appropriate observations about why and how places become the way they are.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>✚ Use specific geographical language to describe physical and human features of places that have studied.</li> <li>✚ Ask and answer geographical questions to develop my knowledge and understanding about features, locations and places across the world that have studied.</li> <li>✚ Begin to analyse evidence from different sources and draw conclusions about places on a widening scale across the UK, Europe and the World</li> <li>✚ Identify and explain different views of people about places, environments and locations across the world.</li> <li>✚ Collect and record evidence in a variety of simple ways to demonstrate understanding when carrying out geographical investigations.</li> <li>✚ Offer reasons for some of observations and opinions about places and environments that have been learnt about.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>✚ Begin to use appropriate geographical vocabulary to share learning in about people, places, physical and human features in Geography.</li> <li>✚ Suggest questions to ask as part of a geographical investigation about features, locations and countries across the world.</li> <li>✚ Analyse evidence and draw conclusions about people, places and themes.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>✚ Ask and answer a range of geographical questions to deepen knowledge and understanding of a range of geographical themes.</li> <li>✚ Begin to use a range of primary and secondary sources of evidence to carryout geographical investigations.</li> <li>✚ Communicate the finding of investigations using appropriate geographical vocabulary.</li> <li>✚ Design and use questionnaires to obtain the viewpoint of the community when carrying out geographical investigations.</li> <li>✚ Collect and record evidence in different ways that are appropriate to the geographical investigation.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>✚ Suggest, with guidance, geographical questions for investigation.</li> <li>✚ Carry out investigations with more emphasis on the larger scale: contrasting and distant places.</li> </ul>

	<ul style="list-style-type: none"> <li>✚ Use a range of primary and secondary sources of evidence to carryout geographical investigations.</li> <li>✚ Communicate the finding of investigations using appropriate geographical vocabulary.</li> <li>✚ Analyse evidence and draw conclusions about geographical questions suggested for investigation.</li> </ul>
<b>Key Stage 3</b>	<ul style="list-style-type: none"> <li>✚ Analyse findings of Geographical investigations.</li> <li>✚ Interpret a range of Geographical data presentation techniques.</li> <li>✚ Differentiate a range of primary and secondary data presentation techniques.</li> <li>✚ Articulate the strengths and weaknesses of a geographical investigation.</li> <li>✚ Suggest improvements of geographical investigation for the future.</li> </ul>

### **Locational and Place Knowledge, Human and Physical Geography**

<b>Birth to three</b>	<ul style="list-style-type: none"> <li>✚ Explore immediate environments inside and outside.</li> </ul>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>✚ Talk about what can be seen using a wide vocabulary</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>✚ Use first hand observations and simple maps to find out about school and immediate environment.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>✚ Locate our locality in the UK and can describe what it is like.</li> <li>✚ Name and locate the four countries and capital cities of the United Kingdom.</li> <li>✚ Identify characteristics of the four countries and capital cities of the United Kingdom.</li> <li>✚ Talk about physical features e.g. rivers, hills, volcanoes and human features e.g. roads, shops, buildings and towns in different places.</li> <li>✚ Describe some similarities and differences between places in the UK when talking about physical and human features.</li> <li>✚ Talk about the weather in the UK and Europe and identify hot and cold places in different countries.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>✚ Find places on a variety of maps of different scales e.g. maps of local area, maps of the UK, Europe and the World, Globes and on-line digital maps.</li> <li>✚ Name and locate the world's seven continents and the five major oceans.</li> <li>✚ Describe physical and human features of different places across the UK, Europe and the World.</li> <li>✚ Begin to understand how and why physical and human features are distinctive to different places around the world.</li> <li>✚ Begin to 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.</li> <li>✚ Understand and can say how people can affect their environment.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>✚ Use atlases, globes, maps and plans at different scales to locate some of the world's countries, focusing on Europe (including the location of Russia) and North and South America.</li> <li>✚ Identify the position and understand the significance of the equator, Northern and Southern hemispheres.</li> <li>✚ Name and locate counties and cities of the United Kingdom, identifying some human and physical characteristics.</li> <li>✚ Describe the physical and human features of different localities within the UK and can explain why some of the features are where they are.</li> <li>✚ Explain how the characteristics of a place affect the lives and activities of the people who live there.</li> </ul>

	<ul style="list-style-type: none"> <li>✚ Describe geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>✚ Use atlases, globes, maps and plans at different scales to confidently locate the world's countries, focusing on Europe, North and South America</li> <li>✚ Identify the position and understand the significance of the equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn.</li> <li>✚ Analyse evidence from a range of age appropriate sources, can draw conclusions and am beginning compare and contrast places on a widening scale across the UK, Europe and the World</li> <li>✚ Locate similar environmental regions across the world e.g. desert, rainforest, temperate regions.</li> <li>✚ Describe the physical and human features of different localities studied and can explain why some of the features are where they are.</li> <li>✚ Name and locate counties and cities of the United Kingdom, geographical regions, identifying some human and physical characteristics.</li> <li>✚ Begin to identify and describe key topographical features (including hills, mountains, coasts and rivers) of locations in the UK, Europe and the World.</li> <li>✚ Describe how different places may have both similar and different characteristics.</li> <li>✚ Identify how people try to improve and sustain their environment.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>✚ Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</li> <li>✚ Locate the main countries in Europe and North and South America and name and locate their main cities.</li> <li>✚ Explain some of the reasons why some towns and cities in Europe and North and South America are located where they are.</li> <li>✚ Identify the position and significance of latitude, longitude, the Arctic and Antarctic Circle.</li> <li>✚ Understand and can describe some aspects of physical geography e.g. climatic zones, biomes and vegetation belts.</li> <li>✚ Understand and can describe some aspects of human geography e.g. types of settlements and land-use, economic activity linked to trade.</li> <li>✚ Understand how people can both improve and damage their environment.</li> <li>✚ Explain my views and others' views about an environmental change.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>✚ Name and locate key topological features around the world and understand how these features have changed over time.</li> <li>✚ Name and locate geographical regions of the UK, describe their land-use patterns and understand how some of these aspects have changed over time.</li> <li>✚ Compare and contrast regions in the UK with regions across the world with significant similarities and differences and am beginning some of the reasons for these similarities and differences.</li> <li>✚ Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>✚ Understand and can describe key aspects of physical geography e.g. formation of volcanoes</li> <li>✚ Understand and can describe some aspects of human geography e.g. settlements and the distribution of the world natural resources.</li> <li>✚ Describe how physical and human processes can change the features of a place and how these can affect the lives and activities of the people living there.</li> </ul>
<b>Key Stage 3</b>	<ul style="list-style-type: none"> <li>✚ Extend locational knowledge and deepen spatial awareness of the world's countries.</li> <li>✚ Use maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East.</li> <li>✚ Focus on environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</li> </ul>

## Geographical skills and Map Work

<b>Birth to three</b>	<ul style="list-style-type: none"> <li>✚ Explore immediate environments inside and outside.</li> </ul>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>✚ Talk about what can be seen using a wide vocabulary</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>✚ Use first hand observations, photographs and simple maps to find out about school.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>✚ Use simple maps, atlases and the globe to identify the United Kingdom and its countries.</li> <li>✚ Use a simple compass and directional language to describe the location of places and give simple routes</li> <li>✚ Use simple maps, books, pictures and stories, and my own observations, to ask and answer simple questions about Geography.</li> <li>✚ Begin to use simple geographical language to describe the scale and distance between places.</li> <li>✚ Draw simple maps and plans of places I know using simple symbols to show physical and human features</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>✚ Use globes, maps and plans to locate places, physical and human features across the UK, Europe and the World</li> <li>✚ Follow directions using simple compass and directional language to find and describe the location of places.</li> <li>✚ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>✚ Draw maps and plans to show physical and human features in different places.</li> <li>✚ Carry out simple geographical tasks and find information using first hand observations and a range of resources that are given.</li> <li>✚ Begin to show spatial awareness by matching places on different maps e.g. the UK on small and larger scale maps.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>✚ Use globes, maps, atlases and digital mapping to locate places, physical and human features across the UK, Europe and North and South America.</li> <li>✚ Use the eight points of a compass and directional language to find and describe the location of places.</li> <li>✚ Give the position of landmarks, physical and human features using 2-figure grid references on a map.</li> <li>✚ Use basic symbols and a key when drawing maps and plans to show key features of places.</li> <li>✚ Begin to use observations, sketch maps, plans, graphs and digital technologies to record physical and human features of places.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>✚ Use globes, large scale maps atlases and digital mapping to locate countries and describe their distinctive physical and human features.</li> <li>✚ Confidently use the eight points of a compass and directional language to find and describe the location of places.</li> <li>✚ Give the position of landmarks, physical and human features using 4-figure grid references and key on a map (including Ordnance Survey maps)</li> <li>✚ Follow a route on a large-scale map.</li> <li>✚ Draw a sketch map from a high viewpoint.</li> <li>✚ Draw plans and maps to scale to show the human and physical features of places in the UK and locations across the world.</li> <li>✚ Use easy to read instruments e.g. a rain gauge to gather information to carryout geographical investigations</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>✚ Use a range of atlases, globes, maps and plans at different scales to locate physical and human features in both the UK and the wider world.</li> <li>✚ Compare and contrast places on a widening scale across the UK, Europe and the World.</li> <li>✚ Draw maps and plans with increasing accuracy to scale includes a key.</li> </ul>

	<ul style="list-style-type: none"> <li>✚ Use a key to make deductions about the landscape, physical and human features of a place.</li> <li>✚ Draw plans and maps with increasing accuracy to show physical and human features in both the UK and the wider world.</li> <li>✚ Present geographical observations as field sketches that show my understanding of patterns, movement or change.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>✚ Use a range of atlases, globes, maps and plans at different scales to locate physical and human features in across the wider world, including countries not in Europe, North and South America.</li> <li>✚ Use field work to observe, measure and record physical and human features in the local area.</li> <li>✚ Give the position of landmarks, physical and human features using 6-figure grid references and longitudes and latitudes on a map.</li> <li>✚ Annotate sketches to describe and explain geographical processes and patterns e.g. the water cycle.</li> <li>✚ Use a database to present, interrogate and amend geographical information gathered and stored.</li> <li>✚ Use a range of measuring instruments to carryout geographical investigations.</li> </ul>
<b>Key Stage 3</b>	<ul style="list-style-type: none"> <li>✚ Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.</li> <li>✚ Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.</li> <li>✚ Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</li> <li>✚ Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</li> </ul>

**Manor Primary School**  
**Geography Progression of Disciplinary Knowledge – ‘knowing how we know’**

<b>Birth to three Nursery Reception</b>	<ul style="list-style-type: none"> <li>✚ Ask questions about aspects of their familiar world.</li> </ul>
<b>Year 1 Year 2</b>	<ul style="list-style-type: none"> <li>✚ Ask and respond to geographical questions.</li> </ul>
<b>Year 3 Year 4</b>	<ul style="list-style-type: none"> <li>✚ Ask and respond to geographical questions using evidence to support answers.</li> </ul>

Year 5 Year 6	<ul style="list-style-type: none"> <li>✚ Ask and investigate geographical questions, suggesting enquiries to test them.</li> </ul>
------------------	--

### Collecting and Interpreting

Birth to three Nursery Reception	<ul style="list-style-type: none"> <li>✚ Draw things they see around them.</li> </ul>
Year 1 Year 2	<ul style="list-style-type: none"> <li>✚ Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.</li> <li>✚ Understand that geographers learn about the world by observing and collecting data and information.</li> </ul>
Year 3 Year 4	<ul style="list-style-type: none"> <li>✚ Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.</li> <li>✚ Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.</li> </ul>
Year 5 Year 6	<ul style="list-style-type: none"> <li>✚ Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.</li> <li>✚ Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.</li> </ul>

### Analysing and

Birth to three Nursery Reception	<ul style="list-style-type: none"> <li>✚ Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.</li> </ul>
Year 1 Year 2	<ul style="list-style-type: none"> <li>✚ Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.</li> </ul>

<b>Year 3 Year 4</b>	<ul style="list-style-type: none"> <li>Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.</li> </ul>
<b>Year 5 Year 6</b>	<ul style="list-style-type: none"> <li>Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.</li> </ul>

### Evaluating and Debating

<b>Birth to three Nursery Reception</b>	<ul style="list-style-type: none"> <li>Describe their immediate environment and express their views about it, with support.</li> </ul>
<b>Year 1 Year 2</b>	<ul style="list-style-type: none"> <li>Express their own views about the people, places and environments studied.</li> </ul>
<b>Year 3 Year 4</b>	<ul style="list-style-type: none"> <li>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.</li> <li>Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.</li> </ul>
<b>Year 5 Year 6</b>	<ul style="list-style-type: none"> <li>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</li> <li>Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</li> </ul>