Twin Oaks
Primary School

Geography curriculum and progression framework

National Curriculum
A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Key stage 1
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key stage 2
Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Year group	Locational and Place knowledge	Human and physical geography	Geographical skills and fieldwork
Year 1	* To know, name and locate the world's seven continents and five oceans. * To use the basic vocabulary to refer to physical features ie beach, forest, hill, river, se, season, weather * To use the basic vocabulary to refer to human features ie town, village, house, shop	* To identify seasonal and daily weather patterns in the UK. * To locate hot and cold areas of the world in relation to the equator and the Poles	* Ask and answer geographical questions What is this place like? Who or what will I see in this place? What do people do in this place? * Use world maps, atlases and globes to identify countries studied. * Use simple fieldwork and observational

	* Use locational language (near, far, left, right etc) to describe the location of features and routes on a map.		skills to study the geography of the school and the key human and physical features of its surrounding environment. * Devise a simple map using basic symbols
Year 2	*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. * Name and locate the world's seven continents and five oceans * To use the basic vocabulary to refer to physical features ie coast, mountain, soil, ocean, valley, vegetation, cliff* To use the basic vocabulary to refer to human features ie city, factory, farm, office, port, harbour	* To understand geographical similarities and differences in physical and human features in a small area of the UK and a contrasting non European country	* Use world maps, atlases and globes to identify the UK, its countries and the continents and oceans studied. * Use aerial images and plan perspectives to recognise landmarks and basic physical features in the local environment and beyond * Use compass direction to describe the location of features and routes on a map* Use and construct a simple key when creating a map * Use a simple grid reference (ie A1, B1)
Year 3	* Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. * Name and locate countries and cities of the UK, identifying their human and physical characteristics including hills, mountains, cities, rivers, key topographical features and land use patterns. * Understand how some of the UK's human and physical features have changed over time	* Describe some of the characteristics of the above geographical areas. * Describe how the locality of the school has changed over time	* Ask and answer geographical questions about the physical and human characteristics of a location * Explain own views about locations giving reasons. * Use maps, atlases, globes and digital mapping to locate countries and describe features * Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. * Use a range of resources to identify key physical and human features of a location.
Year 4	* Name and locate the world's continents and oceans	* Understand how some of the worlds human and physical features have changed over time	* Ask and answer geographical questions about the physical and human

	* Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropics of Cancer and Capricorn and date time zones.	* Describe some of the characteristics of the above geographical areas. * Describe geographical similarities and differences between countries * Describe the key aspects of physical geography including rivers, mountains and earthquakes and the water cycle. * Describe the key aspects of human geography including settlements and land use	characteristics of a location. * Explain own views about locations giving reasons. * Use maps, atlases, globes and digital mapping to locate countries and describe features * Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. * Use a range of resources to identify key physical and human features of a location. * Use the 8 points of a compass and 4 figure grid references to communicate knowledge of the UK and the wider world
Year 5	* Name and locate some of the countries and cities of the world and their human and physical characteristics including hills, mountains, rivers, key topographical features and land-use patterns. * Identify and describe the geographical significance of the equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles	* Identify and describe how the physical features affect the human activity within a location both in the UK and in Europe * Describe how physical and human features have changed over time * Understand some of the reasons for geographical similarities and differences between countries * Describe how countries and geographical regions across the world are interconnected and interdependent * Describe and understand key aspects of physical geography including climate zones, rivers, mountains, volcanoes and earthquakes and the water cycle * Describe and understand key aspects of human geography including settlements, land use, economic activity and the distribution of natural resources	* Use the 8 points of a compass and 4 figure grid references to communicate knowledge of the UK and the wider world * Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location in the UK and in Europe * Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. * Record results of fieldwork in a variety of ways. * Use 8 compass points, six figure reference points, symbols and a key to communicate knowledge of the UK and the world.

Year 5	* Name and locate some of the countries and cities of the world and their human and physical characteristics including hills, mountains, rivers, key topographical features and land-use patterns. * Identify and describe the geographical significance of the equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles	* Identify and describe how the physical features affect the human activity within a location both in the UK and in Europe * Describe how physical and human features have changed over time * Understand some of the reasons for geographical similarities and differences between countries * Describe how countries and geographical regions across the world are interconnected and interdependent * Describe and understand key aspects of physical geography including climate zones, rivers, mountains, volcanoes and earthquakes and the water cycle * Describe and understand key aspects of human geography including settlements, land use, economic activity and the distribution of natural resources	* Use the 8 points of a compass and 4 figure grid references to communicate knowledge of the UK and the wider world * Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location in the UK and in Europe * Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. * Record results of fieldwork in a variety of ways. * Use 8 compass points, six figure reference points, symbols and a key to communicate knowledge of the UK and the world.
Year 6	* Name and locate the countries of North and South America and identify their main physical and human characteristics. * Identify and describe the geographical significance of latitude and longitude and time zones (including day and night)	* 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 settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies * Identify and describe how the physical features affect the human activity within a region of North or South America * Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location within the UK and a region of North or South America	* Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. * Record results of fieldwork in a variety of ways. * Analyse and give views on the effectiveness of different geographical representations of a location (ie comparing maps and digital photos of London with the Tube map) * Compare regions of the UK with those in North or South America.