



Knowledge Progression in Geography

To inspire lifelong curiosity and fascination about the world and its people.

Updated April 2021

Key Knowledge Area: Locational and Place Knowledge						
Throughout their school career, a Lipson Vale pupil will...						
Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Use the school and local area for exploring our environment. How does our school compare to the nurseries we have come from?</p>	<p>Develop further knowledge about the local area, including the surrounding streets and buildings. Locate their home city. Express own views. What is it like to live in Plymouth? Link their home with other places in the community. (Name, describe and compare familiar places – The Hoe, lido,) Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. Begin to name the world's seven</p>	<p>Name, locate and identify the characteristics of the four countries and capital cities of the UK. Name and locate the surrounding seas of the UK. Name and locate the world's seven continents and five oceans. Recognise and describe what an island is. Understand, observe and describe the differences between human and physical geography within a study of a UK and contrasting location. (Dartmoor</p>	<p>Recall locational knowledge from previous learning. Name and locate COUNTIES and different cities of the UK and the human and physical characteristics. Name and locate several countries in Europe. Such as countries you travel through to reach Italy – (Rome). Recognise there are similarities and differences between places Identify capital cities of Europe and discuss the purposes of a capital city and form opinions of how this affects population size.</p>	<p>Recall locational knowledge from previous learning and recognise the different shapes of continents. Name and locate COUNTIES and different cities of the UK and the human and physical characteristics. Name and locate European countries including Russia and some world countries. Locate Egypt and describe key topographical features. Compare and contrast ancient and modern Egypt. Reason about the physical features of an area and why</p>	<p>Recall locational knowledge from previous learning and recognise different shapes of continents and countries. Know location of UK counties and capital cities and seas. Name and locate the different countries in Europe including Russia and their capital cities. Link to the Vikings and the Scandinavian countries. Locate the equator and draw conclusions about why countries have different climates including the tropics. Locate largest urban areas on a map and use geographical</p>	<p>Recall locational knowledge from previous learning and recognise different shapes of continents and countries. Know location of UK counties and capital cities and seas Name and locate the different countries in Europe including Russia and their capital cities. Locate continents and non-European countries and where India is located and in relation to the UK. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern</p>



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	<p>continents and five oceans.</p> <p>Describe the difference between land and water.</p>	<p>and Tasmania – Australia).</p> <p>Express own views about a place, people and environment.</p>	<p>Locate North and South America - (rainforests).</p> <p>Identify the position and significance of the Arctic and Antarctic Circle.</p>	<p>settlers arrived there. Recognising people have differing quality of living in differing locations.</p> <p>Identify and locate the Nile as the longest river in the world.</p> <p>Question the advantages/possible disadvantages of living near a river.</p> <p>Identify the position and significance of the Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Identify and locate largest deserts in the world?</p>	<p>symbols e.g. contours to identify flattest and hilliest areas.</p> <p>Ask questions e.g. what is this landscape like? What is life like there?</p> <p>Compare and contrast 2 different regions within UK/Europe. Consider changes in land use since Anglo Saxons. Map how land use has changed in local area over time - this could relate to how the Vale of Lipson has changed?</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with time zones, night and day</p>	<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 4 and 6 grid references of the UK .</p> <p>Locate key cities within India and mountain ranges (contours to identify flattest and hilliest areas), rivers and seas. Reason, justify why settlers arrived there. Critique, empathise Identify the countries which share a boarder with India (also the seas and oceans which surround it).</p>
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Key Knowledge Area: Human and Physical Geography						
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<p>Begin to recognise our immediate locality and the difference between the natural and manmade environment. Make simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. Use garden area to offer opportunities to take care of plants and plant beds.</p>	<p>Use geographical vocab to refer to: key physical features including: beach, coast, season: weather. - key human features, including: city, town, village, farm, house and shop. Categorising human and physical features. Understand and compare the difference between the natural and manmade environment. Verbalise and write about similarities and differences</p>	<p>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 -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Categorise human and physical features.</p>	<p>Describe and understand key aspects of: physical geography - climate zones, biomes and vegetarian belts Human geography – settlement and land use Discuss and reason about changes in landscape, including deforestation and global warming. Describe the changes of glaciation (Ice Age) Illustrate Dartmoor during the Stone Age and reason</p>	<p>Describe and understand key aspects of: physical geography, Volcanoes and earthquakes looking at plate tectonics and the ring of fire. Human geography – settlements, land use, economic activity. Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters and why they occur at the same locations around the world.</p>	<p>Describe, understand, explain, demonstrate understanding of key aspects of physical geography including mountains, coasts, rivers and the water cycle including transpiration. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand, explain how these features have changed over time erosion of rivers and coasts. Identify and locate the longest rivers in the world.</p>	<p>Understand, explain, demonstrate understanding make reasoned judgements about – Human geography, including: types of settlement and land use, economic activity including child labour, and the distribution of natural resources including energy, food, minerals and water. Physical geog - including mountains. Comparison and similarities between Plymouth and Mumbai and their</p>



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<p>Shows care and concern for the environment and though use of own garden area.</p>	<p>between their own locality and a rural locality. (Homes around the World). Ask questions and discuss the weather and seasons. Observe and record – seasonal and daily weather in the UK. Express opinions about the seasons and relate to changes. Discuss global warming and how this can lead to extreme weather.</p> <p>Show care and concern for the environment.</p>	<p>Discuss, locations and the physical features which make it a desirable destination. Reason and explain</p> <p>Identify seasonal and daily weather in the UK and hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Begin to understand and discuss global warming and its impact.</p> <p>Show care and concern for the environment.</p>	<p>why people might have wanted to settle here; Questioning - why do humans settle in certain locations?</p> <p>Identify and Compare the rainforests of the Amazon, Borneo and the Congo? Explain why rainforests are so wet and humid and yet Africa in S America is the driest place on earth?? Discuss how the rainforests are linked to trade and the Environmental impact. Reach reasoned and informed conclusions and</p>	<p>Discuss how volcanoes affect human life e.g. settlements. Question, explain why do people choose to continue to live in a volcanic area? Understand and discuss global warming and how this can lead to extreme weather.</p> <p>Recycling and Sustainability – recognise, describe ways in which it is possible to live more sustainably both at home and at school.</p>	<p>Human geog – including environmental change, flood, economic activity, trade links, distribution of natural resources including energy, food, minerals and water</p> <p>Understand in basic terms some of the causes of global warming.</p> <p>Sustainable energy – wind, water, ... recognise, describe and explain ways in which it is possible to live more sustainably both at home and at school.</p>	<p>coasts and climates.</p> <p>Fairtrade - Review/Understand the principles of trade and fairtrade. Consider the locations and climates of where food is grown as well as food miles and the environmental impact. (Economic activity)</p>
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			<p>discuss consequences. Empathy for those effected by deforestation, animals and humans.</p>			
<p>Key Knowledge Area: Geographical Skills and Fieldwork</p> <p>Throughout their school career, a Lipson Vale pupil will...</p>						
Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Develop awareness of features of the environment in the setting and immediate local area. Provide opportunities to record findings by, e.g. drawing, writing, making a model or photographing. Observe and record information about the school locality.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Study and recognise features in aerial photos</p> <p>Use simple fieldwork to observe and record information and observational skills to study the geography of their school and its</p>	<p>Use world maps, atlases and globes to identify the UK and its countries, continents, and oceans</p> <p>Use aerial photos and plan perspectives to recognise landmarks and human and physical features. Devise a simple map and use and construct symbols in a key.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference, some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, Use OS maps to explore four-figure grid references, to locate and describe features .Use fieldwork to observe, measure and record the</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK in the past and</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to teaching of latitude and longitude. Expand map skills to include non-UK countries. Confidently use fieldwork to observe, measure and record the</p>



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<p>Children to take photos and explain. Study aerial photographs.</p> <p>Use directional language [for example, near and far; left and right], to follow a route in the school grounds</p>	<p>grounds and the key human and physical features of its surrounding environment... Ask simple geographical questions e.g. What is it like to live in this place? Use simple maps of the local area e.g. large scale, pictorial Make simple maps and plans e.g. pictorial place in a story.</p> <p>Understand how some places are linked to others by roads, trains.</p> <p>Reasoning and interpreting how our Vale is shaped.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional</p>	<p>Use simple fieldwork to observe and record information (human and physical) and study the geography of our local area including the city centre and the Hoe.</p> <p>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.</p> <p>Possible Field studies:</p>	<p>the United Kingdom and the wider world. Begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps symbols & keys, plans and graphs, and digital technologies. Communicate findings.</p> <p>Possible Field Studies: Plymbridge Woods and The Eden Project - Observe, question and record features of the Eden Project Use orienteering activities to consolidate symbols and their</p>	<p>human and physical features in the local area using a range of methods, including more accurate maps (with more complex keys), plans and graphs, and digital technologies.</p> <p>Undertake surveys?</p> <p>Explore features on an OS map Possible Field Studies: Old Laira Road – land use and how the land has changed. Comparison of The River Plym compared to the Nile. Devonport Energy from Waste Plant, investigating recycling and the</p>	<p>present. Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps with keys, plans and graphs, and digital technologies.</p> <p>Use the language of rivers e.g. erosion, transportation. Explain and present the process of rivers. Compare how river use has changed over time.</p> <p>Possible Field Studies: The River Meavy - source to sea. Coastal and a study of coastal erosion?</p>	<p>human and physical features in the local area accurately using a range of methods, including sketch maps with keys, plans and graphs, and digital technologies. Use widening geographical terms such as urban, rural, land use, sustainability, trade links, etc...</p> <p>Possible Field Studies: Junior Ten Tors - include OS map work and co-ordinates as well as using 4/ 8 point compass work.</p>
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	<p>language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Possible Field Studies: Local litter pick, discuss the impact of litter and how to solve this problem:</p> <p>Take part in a litter pick, discuss the impact of litter and how to solve this problem.</p>	<p>Observe and record features around the school e.g. the different types of plants, the animals, litter and plastics, traffic survey??</p> <p>Wembury Beach, rockpooling safari and coastal walk noticing the physical and human features within this environment.</p> <p>Plymouth City Farm – animals in their habitats within a city environment.</p>	<p>use in their own mapping work??</p>	<p>impact of waste on our city.</p>		
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