



## Geography Essential Knowledge: Progression Framework (Year B)

**Curricular Goal: Know about diverse places, people, resources, natural and human environments and the Earth's key physical & human processes**  
**EYFS/KS1:** Know about different places and people, from our locality to the wider world  
**KS2:** Know about different key places, people, resources, natural and human environments and key geographical processes

From our **Vision:**

- We are not just a school - we take learning to different places
- We aim for our children to be safe, happy and prepared for life in an ever-changing world.

Our **Curriculum Drivers** enabling pupils to flourish in Geography:

- **Wellbeing**
  - Positive attitudes
  - Working together
  - Building our cultural capital
  - Respecting & valuing others
- **Community**

Year group:	EYFS (Nursery & Reception) Essential Knowledge	Year 1 & 2 Units of Essential Knowledge					Year 3 & 4 Units of Essential Knowledge			Year 5 & 6 Units of Essential Knowledge		
<b>Unit of Essential Knowledge:</b>	Across the year: My school; Where we live/Hawes; We live in the UK; We have a link school in Uganda/ Africa.	Y1: UK (Autumn term)	Y2: Continents and oceans (Autumn term)	Y1/2: Hawes local study & Africa: Uganda (our link school in Nyakashure)	Y1: Daily /seasonal weather	Y2: Hot and cold places around the world	Climate zones, biomes & vegetation belts & focus on biomes in Yorkshire & in Amazon	Earthquakes	Volcanoes & link to Italy (European region study) - Pompeii/ Vesuvius/Campania region	Longitude & Latitude	An East European region study (in Poland/Baltic States - our school families links) compare with Hawes/Yorkshire	Mountains of the UK (Lake District study visit?) & Europe (Alps Italy/France & ranges of East Europe)
<b>Key Geographical Concepts:</b>	Space Place Environment Diversity  Space, Place, Earth Systems, Environment, Time, Scale, Diversity, Inter-connection, Interpretation	Space, Place, Scale, Diversity	Space, Place, Scale, Diversity	Space, Place, Environment Diversity	Earth systems, Environment	Space, Place, Earth systems, Environment	Space, Place, Diversity, Interconnection	Space, Place, Earth systems, Environment, Interconnection	Space, Place, Earth Systems Environment, Time, Interconnection	Place, Time, Scale, Interconnection	Space, Place, Environment, Time, Diversity, Interconnection, Interpretation	Space, Place, Earth Systems, Environment, Time, Scale, Interconnection, Interpretation

<ul style="list-style-type: none"> <li>- Finding out about our local &amp; wider communities</li> <li>- Using expertise outside the classroom</li> <li>• <b>Adventure</b></li> <li>- Curiosity about where we live/our region /world: asking questions &amp; seeking answers</li> <li>- Taking learning outside the classroom &amp; building the knowledge &amp; skills to do this</li> <li>• <b>Knowledge of the World/ Global Awareness</b></li> <li>- Building knowledge of our locality &amp; region, the UK &amp; the world (through study of <b>specifically chosen regions</b>)</li> <li>- Understanding our place in the world</li> </ul> <p style="text-align: center;">↓</p>	<p><b>Component 1: Know the location of specific places in the world (locational knowledge)</b></p>	<p><b>Know:</b></p> <p><b>Local area</b></p> <p>We go to school in <b>Hawes</b> (town)</p> <p>School address</p> <p>Own address</p> <p><b>Our country and other countries:</b></p> <p><b>Hawes is in England;</b> the country where we live is England</p> <p>London is the capital city</p> <p><b>Uganda is in Africa</b></p> <p>Names/ location of other places around the world where we have visited or lived or read about.</p>	<p><b>Know:</b></p> <p>Name/ location of 4 countries of the UK</p> <p>Name/ location of surrounding seas</p> <p>Names of 4 capital cities</p> <p>Location of <b>Hawes</b> in UK</p>	<p><b>Know:</b></p> <p>Name/ location of 7 continents</p> <p>Name/ location of 5 oceans</p> <p>Location of UK within Europe</p>			<p><b>Know:</b></p> <p>Location of: North pole</p> <p>South pole</p> <p>Equator</p> <p>Location of hot &amp; cold places in the world</p>	<p><b>Know:</b></p> <p>Name/ location of Northern &amp; Southern hemispheres</p> <p>3 main climate zones</p>	<p><b>Know:</b></p> <p>Name/location of main earthquake zones around the world</p>	<p><b>Know:</b></p> <p>Name/location of main volcanoes/ volcanic regions around the world - the ring of fire</p> <p>Name/ location of <b>Mount Vesuvius &amp; Campania region, including main cities/ towns (History - Romans link)</b></p> <p>Name/location of <b>Italy &amp; Rome</b></p>	<p><b>Know:</b></p> <p>Name/location of...</p> <p>Lines of longitude &amp; latitude</p> <p>Prime/ Greenwich Meridian in London</p> <p>Tropics of Cancer &amp; Capricorn</p> <p>Arctic &amp; Antarctic Circles</p> <p>Time zones of the world</p>	<p><b>Know:</b></p> <p>Name/location of countries within Europe &amp; location of Russia</p> <p>Name/location of capital cities of Europe</p> <p>Name/location of <b>study region* in &amp; capital city of Poland OR in Lithuania/other Baltic States</b></p> <p><i>*region TBC depending on future link to be established via our school families who have emigrated to Hawes from Poland/ Baltic States</i></p>	<p><b>Know:</b></p> <p>Name/location of <b>mountain ranges of the UK &amp; highest mountains</b></p> <p>Name/location of <b>Lake District mountains</b></p> <p>Name/location of <b>main mountain ranges of Europe, including The Alps &amp; East Europe ranges</b></p>
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<p><b>Component 3:</b>  <b>*Know how to use maps, geographical skills and fieldwork to explain key geographical features</b>  <i>(working geographically - asking &amp; answering 'I'm a geographer' big questions)</i></p>	<p>Know how to:</p> <ul style="list-style-type: none"> <li>• use observation, discussion, &amp; simple maps &amp; photos to gain information to begin to describe our classroom, school, <b>Hawes &amp; local area where we live</b></li> <li>• use experiences, stories, non-fiction texts &amp; simple maps to begin to describe life in this country &amp; in others, including <b>Uganda/Africa</b>.</li> <li>• make simple maps of school &amp; places from stories</li> <li>• Observe the local weather</li> </ul>	<p><b>Year A:</b></p> <p>Know how to:</p> <ul style="list-style-type: none"> <li>• use 4 compass directions</li> <li>• use directional language to describe locations on maps</li> <li>• devise simple sketch maps with a key to show features</li> <li>• use aerial photos to recognise landmarks &amp; basic features</li> <li>• use world maps</li> <li>• use globes</li> <li>• use atlases (Y2)</li> <li>• Measure &amp; record local weather</li> </ul>	<p><b>Year B:</b></p> <p>Know how to:</p> <ul style="list-style-type: none"> <li>• use directional language to describe routes &amp; draw on plans/map: my route to school; wellbeing walk route</li> <li>• use plan perspectives to recognise landmarks &amp; basic features</li> <li>• use local maps</li> <li>• Fieldwork - use observational skills to study features of school, grounds &amp; Hawes</li> </ul>	<p><b>Year A</b></p> <p>Know how to use:</p> <ul style="list-style-type: none"> <li>• 8 compass points</li> <li>• OS maps</li> <li>• 4 formal OS map symbols (Y4: 4 additional from previous year)</li> <li>• maps of different scales</li> <li>• models of processes (river, water cycle)</li> <li>• Fieldwork - more detailed sketch maps/plan views, measure &amp; record to investigate water cycle &amp; river features</li> </ul>	<p><b>Year B</b></p> <p>Know/ know how to use:</p> <ul style="list-style-type: none"> <li>• 4 figure grid references</li> <li>• 4 formal OS map symbols (Y4: 4 additional from previous year)</li> <li>• digital maps</li> <li>• models of processes (volcanoes, earthquakes)</li> <li>• Fieldwork - measure &amp; record to study our biome</li> </ul>	<p><b>Year A</b></p> <p>Know/ know how to use:</p> <ul style="list-style-type: none"> <li>• presentation of range of human and physical features on sketch maps</li> <li>• 6 figure grid references</li> <li>• Fieldwork - observe, measure, record, interpret &amp; present findings about features &amp; land use on maps, transects &amp; graphs/charts (including on residential)</li> </ul>	<p><b>Year B</b></p> <p>Know/ know how to use / interpret:</p> <ul style="list-style-type: none"> <li>• all OS map symbols</li> <li>• contours on relief graphs/ drawings/models</li> <li>• models of mountain formation process</li> <li>• range of digital/GIS systems</li> <li>• Fieldwork - detailed observation &amp; recording of human and physical features in range of ways, including digital, to present &amp; interpret data &amp; investigations (including on residential)</li> </ul>

Geography is taught on a rolling **2-year programme**, apart from in **EYFS & Component 1 in KS1**, which will be taught as Y1 and Y2 due to the nature of the knowledge and to support younger children's learning; and **\*Component 3**, which is taught alongside and through all units, enabling geographical enquiry and progression of skills.

**Key concepts** are taught across all units, with particular focus on those identified above for each unit. For **vocabulary progression**, see individual Unit Plans.

**Red** = our curriculum choice of specific locations (& features/processes at EYFS) through which to study our Geography from within the NC requirements.