

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

From our Vision:

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

• We are not just	KS2: Know about different key places, people, resources, natural and human environments and key geographical processes												
a school - we take learning to different places • We aim for our children to be	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			
safe, happy and prepared for life in an ever- changing world. Our Curriculum Drivers enabling pupils to flourish	Unit of Essential Knowledge:	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  Mountains of the Uk (Lake District study visit?) & Europe (Alps Italy/France & ranges of East Europe)
in Geography:  • Wellbeing  - Positive attitudes  - Working together  - Building our cultural capital  - Respecting & valuing others  • Community	Key Geographical Concepts:  Space, Place, Earth Systems, Environment, Time, Scale, Diversity, Inter- connection, Interpretation	Space Place Environment Diversity	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

- Finding out	Component 1:	Know:	Know:	Know:		Know:	Know:	Know:	Know:	Know:	Know:	Know:
about our local	Know the		Name/	Name/		1	Name/	Name/location	Name/location	Name/location	Name/location	Name/location
& wider	location of	Local area	location	location		Locatio n of:	location of	of main	of main	of	of countries	of mountain
communities	specific		of 4	of		North	Northern &	earthquake	volcanoes/		within Europe &	ranges of the
- Using	places in the	We go to	countries	7		pole	Southern	zones around	volcanic regions	Lines of	location of	UK & highest
expertise	•	school in	of the UK	continent s			hemispheres	the world	around the world - the ring	longitude & latitude	Russia	mountains
outside the	world	Hawes				South pole	3 main		of fire		Name/location	Name/location
classroom	(locational	(town)	Name/	Name/		pole	climate zones			Prime/	of capital cities	of Lake Distric
	knowledge)		location of	location of		Equato			Name/location of Mount	Greenwich  Meridian in	of Europe	mountains
• Adventure		School	surroundi	5 oceans		r			Vesuvius &	London	Name/location	Name/location
- Curiosity about		address	ng seas						Campania		of study	of main
where we			Names of	Location of		Locatio n of			region, including main cities/	Tropics of Cancer &	region* in & capital city of	mountain range of Europe,
live/our region		Own	4 capital	UK within		hot &			towns	Capricorn	Poland OR in	including The
/world: asking		address	cities	Europe		cold			(History -		Lithuania/other	Alps & East
questions &			Location			places			Romans link)	Arctic & Antarctic	Baltic States	Europe ranges
seeking		Our country	of Hawes			in the			Name/location	Circles	*region TBC	
answers		and other	in UK			world			of Italy & Rome		depending on	
- Taking learning		countries:								Time zones of the world	future link to be established	
outside the		Hawes is in								The world	via our school	
classroom &		England; the									families who	
building the		country									have emigrated to Hawes from	
knowledge &		where we									Poland/ Baltic	
skills to do this		live is									States	
<ul> <li>Knowledge of</li> </ul>		England										
the World/												
Global		London is										
Awareness		the capital										
- Building		city										
knowledge of		''										
our locality &		Uganda is in										
region, the UK		Africa										
& the world		711164										
(through study		Names/										
of specifically		location of										
· · · · · · · · · · · · · · · · · · ·		other places										
chosen regions)		around the										
-Understanding		world where										
our place in												
the world		we have										
1		visited or										
₩		lived or										
		read about.						1		1		

	Component 2:	Knowledge to	Know:	Know:	Know:	Know:	Know:	Know:	Know:	Know:	Know:	Know:	Know:
	Know how to	describe the											
<b>V</b>		features of	Land mark	Some key features	Human	Daily	Weath	4 biomes (or	4 layers to the Earth:	2 inner layers of the Earth:	How to explain	A study focus on migration &	Simple facts
	explain the	their	features	of	features of Hawes	weather	er	up to 9 to extend/ Y4)	top is crust	outer core	lines of	settlement of	about how different
	human and	immediate	of the	Europe	of Hawes	changes in	types in the	extend//+)	2 <sup>nd</sup> is mantle	inner core	longitude & latitude	people across	mountains can
	physical	environment:	UK and		Physical	Hawes/	world's	Vegetation			lamude	Europe/world	be formed (link
	features of	what we can	capital	& of	features	UK	hot &	belt within 2	Process of how	2 types of	How to explain	Dla cational	to ranges
	key places	see/hear (School:	cities	other continent	of Hawes		cold	of the biomes	earthquakes happen:	tectonic plates: constructive	world time	Physical features &	studied e.g. ice
	and	classrooms,	UK flags	S		Seasonal	places	Detail about	Парроп	(volcanoes) &	zones & work	natural	age in Lake
	geographical	other indoor			Focus on	weather		our local	Earth is	destructive	out differences	resources of	District, Alps)
		areas,		& of the	tourism &	changes in		biome & in	composed of	(earthquakes)	in times	the study	Physical
	processes	playground,		5 oceans	farming	Hawes/		Amazon	tectonic plates (crust)	Physical		region	features of
	(place	field.			Ongoing	UK		region -	(6/ 45/)	features of	Identify time	Human features	mountains
	knowledge,	Hawes:			study of			compare similarities &	When these	volcanoes	zones for all	of study region	(peak/summit,
	comparison of	landmarks,			features			differences	move (along	(magma	our regions of		slope, face,
	different	road, houses,			of			uij jei ences	mantle), earthquakes	chamber, main vent, crater) &	study	Main land use patterns	foot, snow/ice/
	places, human	hills, farms,			Nyakashu			A study focus	happen	process of how	How to explain	parrentie	glacier; valley between)
	and physical	river, shops,			re, Uganda -			on climate		volcanoes are	process of day	Link land use	between
		café, church,			compare			change	Earthquakes are measured	formed & change over	& night	patterns to natural & human	Human features
	geography)	creamery, museum,			to Hawes				on the Richter	time	(Science link)	resources,	of mountains
		woods).			(Y2)				Scale			settlement,	(settlement,
		Landmarks of								Human features		industries &	tourism)
		London.								of volcanoes (settlement,	Climate, biomes,	trade	Land use patterns
		Some								land use - rich	main land use	Impacts of	parterns
		features of								mineral	patterns &	change over	Change in land
		Uganda.								resources)	topographical	time	use & regions
										Physical &	features of	Company to	over time (link
		Begin to say								human features	some other regions in	Compare to Hawes/	to climate)
		what is the same &								of Mount	different time	Yorkshire	Predict future
		different								Vesuvius/	zones		changes (link to
		about life in								Campania region	201.00	(& other regions studied:	climate change)
		Hawes & in								Focus on use of	Changes in land	Toronto	
		Uganda & in								natural	use over time	& Manaus/	Compare to
		other								resources in		Amazon basin)	volcanoes study (Vesuvius)/
		countries:								volcanic regions, industry, trade,	Predict future		Hawes/
		here & there								tourism.	changes		Yorkshire
		(school,											40
		homes,								Changes over			(& other regions studied:
		weather)								time			regions studied: Toronto
										Compare to			& Manaus/
										Hawes/			Amazon basin)
										Yorkshire &			
										Toronto/Amazo n (tourism)			
<b>+</b>										ii (Tour isiii)			
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Component 3:	Know how to:	Year A:	Year B:	Year A	Year B	Year A	Year B
Component 3: *Know how to use maps, geographical skills and fieldwork to explain key geographical features (working geographically - asking & answering 'I'm a geographer' big questions)	observation, discussion, & simple maps & photos to gain information to begin to describe our classroom, school, Hawes & local area where we live  • use experiences, stories, nonfiction texts & simple maps to begin to describe life in this country & in others, including Uganda/Africa.	Know how to:  • use 4 compass directions  • use directional language to describe locations on maps  • devise simple sketch maps with a key to show features  • use aerial photos to recognise landmarks & basic features  • use world maps  • use globes  • use atlases (Y2)  • Measure & record local weather	Know how to:  • use directional language to describe routes & draw on plans/map: my route to school; walk into Hawes; wellbeing walk route  • use plan perspectives to recognise landmarks & basic features  • use local maps  • Fieldwork - use observational skills to study features of school, grounds & Hawes	Know how to use:  •8 compass points •OS maps •4 formal OS map symbols (y4: 4 additional from previous year) •maps of different scales •models of processes (river, water cycle) •Fieldwork - more detailed sketch maps/plan views, measure å record to investigate water cycle å river features	Know/ know how to use:  •4 figure grid references  •4 formal OS map symbols (Y4: 4 additional from previous year)  •digital maps  •models of processes (volcanoes, earthquakes)  •Fieldwork - measure & record to study our biome	Know/ know how to use:  •presentation of range of human and physical features on sketch maps  •6 figure grid references  •Fieldwork - observe, measure, record, interpret & present findings about features & land use on maps, transects & graphs/charts (including on residential)	Know/ know how to use / interpret:  • all OS map symbols  • contours on relief graphs/ drawings/models  • models of mountain formation process  • range of digital/GIS systems  • Fieldwork - detailed observation & recording of human and physical features in range of ways, including digital, to present & interpret data & investigations (including on residential)

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.