



Geography Essential Knowledge: Progression Framework (Year A)

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**

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

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		
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: Africa: Uganda (our link school in Nyakashure)	Y1: Daily /seasonal weather	Y2: Hot and cold places around the world	UK Regions & focus on our region: Yorkshire	Rivers & the Water Cycle & focus on local rivers of Yorkshire/River Ure	Toronto, Canada (a North America region study) - features & compare with Hawes/Yorkshire	Land use patterns: Hawes/Yorkshire	Brazil: Amazon basin region/Manaus - compare with Hawes/Yorkshire (a South America region study)	City residential: study of York city/ Yorkshire coast (or Edinburgh city/ Fife coast) - UK region study
Key Geographical Concepts:	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, Diversity	Earth systems, Environment	Space, Place, Earth systems, Environment	Space, Place, Diversity, Interconnection	Space, Place, Earth systems, Environment, Time	Space, Place, Environment, Diversity, Interconnection	Space, Place, Environment, Time, Scale, Interconnection, Interpretation	Space, Place, Environment, Time, Diversity, Interconnection, Interpretation	Space, Place, Environment, Time, Scale, Interconnection, Interpretation

<p>- Finding out about our local & wider communities</p> <p>- Using expertise outside the classroom</p> <p>• Adventure</p> <p>- Curiosity about where we live/our region /world: asking questions & seeking answers</p> <p>- Taking learning outside the classroom & building the knowledge & skills to do this</p> <p>• Knowledge of the World/ Global Awareness</p> <p>- Building knowledge of our locality & region, the UK & the world (through study of specifically chosen regions)</p> <p>-Understanding our place in the world</p> <p style="text-align: center;">↓</p>	<p>Component 1: Know the location of specific places in the world (locational knowledge)</p>	<p>Know:</p> <p>Local area</p> <p>We go to school in Hawes (town)</p> <p>School address</p> <p>Own address</p> <p>Our country and other countries:</p> <p>Hawes is in England; the country where we live is England</p> <p>London is the capital city</p> <p>Uganda is in Africa</p> <p>Names/ location of other places around the world where we have visited or lived or read about.</p>	<p>Know: 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 Hawes in UK</p>	<p>Know: Name/ location of 7 continents</p> <p>Name/ location of 5 oceans</p> <p>Location of UK within Europe</p>	<p>Know: Name/ location of Africa, Uganda, Kampala (capital)</p> <p>Name/ location of Nyakashure</p>		<p>Know: Location of: North pole</p> <p>South pole</p> <p>Equator</p> <p>Location of hot & cold places in the world</p>	<p>Know: • Name/ location of England's 9 geographical regions</p> <p>• Name/ location of at least 1 of the main cities within each region</p> <p>• that there are 48 counties in England</p> <p>• Yorkshire (our county) is the biggest</p> <p>• the name/location of 4 counties in Yorkshire</p> <p>• the name of and be able to locate 8 cities of Yorkshire</p>	<p>Know: Name/location & course of River Ure (the Dale, Wensleydale, is not named after the river)</p> <p>Name/location of the main rivers of: Yorkshire</p> <p>The UK Europe (France - see below) & key town/city/port along course/at mouth of river</p> <p>MFL French link/focus: in MFL lessons - Name/location of France within Europe</p> <p>Name/location of Paris & other main cities of France</p> <p>Name/location of main rivers</p>	<p>Know: Name/location of countries within continent of North America</p> <p>Name/location of capital cities of North American countries</p> <p>Name/location of Canada & capital city - Ottawa</p> <p>Name/location of Toronto & region</p> <p>Name/location & course of Niagara River, including Niagara Falls</p>	<p>Know: MFL French link/focus: in MFL lessons this term - Name/location of all the French-speaking countries of the world, within their continents & their capital cities</p>	<p>Know: Name/location of countries within South America</p> <p>Name/location of capital cities of South American countries</p> <p>Name/location of Brazil, Amazon basin region, city of Manaus (capital of region) & capital city of Brazil - Brasilia</p> <p>Name/location & course of River Amazon</p>	<p>Know: Name/location of York city region & Yorkshire coast region/Whitby</p> <p>(or Edinburgh city region & Fife coast)</p>
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<p style="text-align: center;">↓</p>	<p>Component 2: Know how to explain the human and physical features of key places and geographical processes (place knowledge, comparison of different places, human and physical geography)</p>	<p>Knowledge to describe the features of their immediate environment: what we can see/hear... <i>(School: classrooms, other indoor areas, playground, field.</i> <i>Hawes: road, houses, hills, farms, river, shops, café, creamery, museum, woods).</i> Landmarks of London. Some features of Uganda. Begin to say what is the same & different about life in Hawes & in Uganda & in other countries: here & there <i>(school, homes, weather)</i></p>	<p>Know: Land mark features of the UK and capital cities UK flags</p>	<p>Know: Some key features of Europe & of other continents & of the 5 oceans</p>	<p>Know: <i>Human features of Nyakashure</i> <i>Physical features of Nyakashure</i> What are similar or different features to Hawes? (Y2)</p>	<p>Know: Daily weather changes in Hawes/UK Seasonal weather changes in Hawes/UK</p>	<p>Know: Weather types in the world's hot & cold places</p>	<p>Know: <i>Human features of Yorkshire (focus on settlement)</i> <i>Physical features of Yorkshire (including natural resources)</i> <i>Features of the 8 cities which help to explain their location</i> Features of the 9 regions which help to explain their locations - diversity; their main identifying human & physical characteristics</p>	<p>Know: 4 main stages of the water cycle Physical features of a river & processes of how rivers are formed & change over time <i>Physical features of the Ure</i> <i>Human features of the Ure</i></p>	<p>Know: Physical features & natural resources of the Toronto region Human features of Toronto region <i>Compare to Hawes region - similarities e.g. tourism, river & differences</i> <i>MFL French link - language spoken in some parts of Canada</i></p>	<p>Know: <i>Main land use patterns in Hawes</i> Link land use patterns to natural & human resources <i>Focus on settlement; tourism; farming; trade & industry - creamery</i> <i>Topographic features of Hawes on maps</i> Change in land use over time Predict future changes <i>Land use patterns in Yorkshire region & compare to Hawes</i></p>	<p>Know: <i>Physical features & natural resources of the Amazon & region</i> <i>Human features of Amazon region</i> Main land use patterns Link land use patterns to natural & human resources <i>Focus on climate/biome, tourism, rainforest industries</i> Impacts of change over time <i>Compare to Hawes/ Yorkshire</i></p>	<p>Know: <i>Human features of York / Yorkshire coast region</i> <i>(or Edinburgh / Fife coast)</i> <i>Physical features of York / Yorkshire coast region</i> <i>(or Edinburgh / Fife coast)</i> <i>Link River Ure & Ouse</i> Land use patterns Change in land use & regions over time Predict future changes <i>Compare to Hawes/ Yorkshire & to Manaus/ Amazon basin</i></p>
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↓	Component 3: *Know how to use maps, geographical skills and fieldwork to explain key geographical features <i>(working geographically - asking & answering 'I'm a geographer' big questions)</i>	Know how to: <ul style="list-style-type: none"> • use observation, discussion, & simple maps & photos to gain information to begin to describe our classroom, school, Hawes & local area where we live • use experiences, stories, non-fiction texts & simple maps to begin to describe life in this country & in others, including Uganda/ Africa. • make simple maps of school & places from stories • Observe the local weather 	Year A:	Year B:	Year A	Year B	Year A	Year B
Know how to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • use directional language to describe routes & draw on plans/map: my route to school; a 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: <ul style="list-style-type: none"> • 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 & record to investigate water cycle & river features 	Know/ know how to use: <ul style="list-style-type: none"> • 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 / interpret: <ul style="list-style-type: none"> • presentation of range of human and physical features on sketch maps • 6 figure grid references on OS maps • 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: <ul style="list-style-type: none"> • 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 **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.