

## KEY KNOWLEDGE PROGRESSION DOCUMENT – Geography

### Features

- At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters
- At key stage 1 and 2, the key knowledge progression document takes full account of the national curriculum's strands of:
  - Locational knowledge
  - Place knowledge
  - Human and Physical geography
  - Geographical skills and fieldwork
- These strands have been chosen to replicate those in the National Curriculum
- The statement 'Know the position of the equator, the Northern Hemisphere, the Southern Hemisphere' has been moved to KS1 locational knowledge. This has been moved KS1 from the KS2 national curriculum as it will build upon the knowledge already being learned in year 2 'knowing the location of hot and cold areas of the world in relation to the Equator and the North and South pole.' Children in year 2 will be taught the location of hot and cold places in relation to the Equator so the location of the Equator will also be taught alongside to support children's locational knowledge.
- G1.8 'To know their address' - this statement has been added to the year 1 KS1 Geography as children need to know where they live. The statement reflects the progression within the EYFS and National Curriculum.
- Threaded throughout all Geography learning should be the opportunity for children to compare and contrast key ideas throughout different geographical concepts such as:
  - Environment
  - Movement
  - Settlement
  - Interaction
  - Place
  - Change
  - Sustainability
  - Scale
  - Space

KKPDs match the ambition of the National Curriculum. In some instances, knowledge specified within the KKPDs is more ambitious than the National Curriculum. For example:

- Children in Year 6 are taught knowledge about developed and developing nations (including an introduction to the Human Development Index) (G6.6). This is not a requirement of the National Curriculum
- Children in the EY are introduced to simple fieldwork skills (NG.9 and RG.8)
- Children look at the impact of the water cycle (G4.8), not just what happens within it.
- Children look at the impact of climate change (G5.7), not just the different climate zones.

#### National Curriculum Aims:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

- Substantive knowledge (**S**) is the 'truths' or facts of a subject. Procedural knowledge (**P**) is the knowledge of how to do something. Disciplinary knowledge (**D**) is the knowledge, practices and traditions of a subject (that enable you to behave as a master of the subject e.g. as a Geographer) These knowledge statements should be what pupils retain. In other words, this knowledge is within their long-term memory and will be retained.

- Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.

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- When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for history for their age group.

### Early Years Framework

Early Years Statutory Framework: Educational Programme Understanding of the World	Early Learning Goal People, Culture and Communities	Early Learning Goal The Natural World
<p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>

### National Curriculum Subject Content

Strand	Locational knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<b>Key Stage 1</b>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Name and locate the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its' countries as well as the countries, continents and oceans studied at this key stage</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language (eg: near and far, left and right) to describe the location of features and routes on a map</li> <li>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>
Strand	Locational knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork

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<b>Key Stage 2</b>	<ul style="list-style-type: none"> <li>• <i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i></li> <li>• <i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</i></li> <li>• <i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Describe and understand key aspects of:</i> <ul style="list-style-type: none"> <li>• <i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></li> <li>• <i>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></li> <li>• <i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></li> <li>• <i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</i></li> </ul>
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Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>GN.1 know there are different countries in the world <b>(S)</b></li> <li>GN.2 know there are differences between countries <b>(S)</b> and can talk about these, from experiences or photographs <b>(P)</b></li> <li>GN.3 know the name of the town in which we live <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>GR.1 know the name of the country we live in <b>(S)</b></li> <li>GR.2 know where the United Kingdom is located on a world map <b>(S)</b></li> <li>GR.3 know the name of a nearby city <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>G1.1 know <b>(S)</b> and locate <b>(P)</b> the names of the four countries that make up the UK</li> <li>G1.2 know the name of <b>(S)</b> and locate <b>(P)</b> the four capital cities of England, Wales, Scotland and Northern Ireland</li> <li>G1.3 know the characteristics of each of the 4 countries in the UK <b>(S)</b></li> <li>G1.4 know their own address <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>G2.1 know the name of <b>(S)</b> and locate <b>(P)</b> the three main seas that surround the UK (including using the geographical vocabulary: ocean, sea, port, harbour, beach, cliff)</li> </ul>	<b>Locational knowledge</b>		<ul style="list-style-type: none"> <li>G4.1 know the names <b>(S)</b> and locate <b>(P)</b> counties and cities in the UK</li> <li>G4.2 know about the geographical regions <b>(S)</b> and identify human and physical characteristics of counties and cities in parts of the UK <b>(P)</b></li> <li>G4.3 know key topographical features of the UK including hills, mountains, coasts, rivers <b>(S)</b></li> <li>G4.4 know the names <b>(S)</b> and locate <b>(P)</b> the main rivers of the UK</li> <li>G4.5 know why most cities are located by a river and the land-use patterns <b>(S)</b></li> <li>G4.6 know how the land in the UK has changed over time <b>(S)</b></li> </ul>		<ul style="list-style-type: none"> <li>G6.1 know about the Prime/Greenwich Meridian and time zones <b>(S)</b> and work out differences (including day and night) <b>(P)</b></li> </ul>	

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				<ul style="list-style-type: none"> <li>• G2.2 know the names <b>(S)</b> and locate <b>(P)</b> the seven continent</li> <li>• G2.3 know the names <b>(S)</b> and locate <b>(P)</b> the five oceans</li> <li>• G2.4 know the position of the Equator, the Northern Hemisphere and the Southern Hemisphere <b>(S)</b></li> </ul>		<ul style="list-style-type: none"> <li>• G3.1 know the names <b>(S)</b> and locate <b>(P)</b> some countries in Europe (including Russia)</li> <li>• G3.2 know about the environmental regions of a European country <b>(S)</b></li> <li>• G3.3 know the key physical and human characteristics of a European country and its cities <b>(S)</b></li> </ul>		<ul style="list-style-type: none"> <li>• G5.1 know what latitude and longitude are <b>(S)</b> and use them to locate. <b>(P)</b></li> <li>• G5.2 know <b>(S)</b> and locate <b>(P)</b> the Tropics of Cancer and Capricorn</li> <li>• G5.3 know the names <b>(S)</b> and locate <b>(P)</b> a number of world countries</li> <li>• G5.4 know the names of some North and South American countries <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>• G6.2 know <b>(S)</b> and locate <b>(P)</b> contrasting socio-economic countries.</li> </ul>	<ul style="list-style-type: none"> <li>• G7.1 know <b>(S)</b> and locate <b>(P)</b> the world countries using spatial awareness</li> <li>• G7.2 know the environmental regions of world countries <b>(S)</b></li> <li>• G7.3 know key physical and human characteristics of world countries and their major cities <b>(S)</b></li> <li>• G7.4 know <b>(S)</b> and locate <b>(P)</b> the main human and physical features of the local area a region in Africa and Asia</li> </ul>

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<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>GN.4 know the name of different features and objects in their immediate environment <b>(S)</b></li> <li>GN.5 know that small world opportunities link to real world experiences (e.g. farms, garages, train tracks, walking by a river or lakes) <b>(S)</b></li> <li>GN.6 know how to use questions to find about the place where they live and the natural world <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>GR.4 know and discuss the features of their local environment <b>(S)</b></li> <li>GR.5 know some environments that are different to the one in which we live <b>(S)</b></li> <li>GR.6 know some similarities and differences between life in this country and life in other countries <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>G1.5 know the human and physical features of a place in England <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>G2.5 know similarities and differences of the geographical features of a place in England and small area in a non-European country (using the geographical vocabulary: port, harbour, beach, cliff, coast, sea, ocean, vegetation, soil, valley, river, forest, hill, mountain) <b>(S)</b></li> </ul>	<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>G3.4 know geographical similarities and differences between living in the UK and a European country <b>(S)</b></li> </ul>		<ul style="list-style-type: none"> <li>G5.5 know key similarities and differences between living in the UK and in a country in either North or South America <b>(S)</b></li> </ul>		<ul style="list-style-type: none"> <li>G7.5 know and understand the global patterns of development <b>(S)</b>, locating countries in different states of development <b>(P)</b></li> <li>G7.6 know the cause of weather in the UK <b>(S)</b></li> </ul>
<b>Human and Physical Geography</b>			<ul style="list-style-type: none"> <li>G1.6 know and recognise main weather symbols <b>(S)</b></li> <li>G1.7 know the seasonal patterns in the UK (using the geographical vocabulary season and weather) <b>(S)</b></li> <li>G1.8 know daily weather patterns in the UK <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>G2.6 know the location of hot and cold areas of the world in relation to the Equator and the North and South pole <b>(S)</b></li> </ul>	<b>Human and Physical Geography</b>			<ul style="list-style-type: none"> <li>G5.6 know the key physical features of climate zones <b>(S)</b></li> <li>G5.7 know the causes and impact of climate change <b>(S)</b></li> </ul>		<ul style="list-style-type: none"> <li>G7.7 know the key features of Russia's physical landscape, climate, environment, population and economy <b>(S)</b></li> </ul>

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	<ul style="list-style-type: none"> <li>GN.7 know how to respect and care for the natural environment <b>(P)</b></li> <li>GN.8 know how their behaviour can affect the environment <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>GR.7 know that seasons change and the differences between them <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>G1.9 know the main differences between city, town and village (including using the geographical vocabulary of farm, factory, house, office, shop) <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>G2.7 know some of the advantages and disadvantages of living in a city or village <b>(D)</b></li> </ul>		<ul style="list-style-type: none"> <li>G3.5 know the key physical features and parts of a volcano <b>(S)</b></li> <li>G3.6 know what causes an earthquake <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>G4.7 know the key physical features of a river <b>(S)</b></li> <li>G4.8 know the impact of the water cycle (e.g. potential flooding) <b>(S)</b></li> <li>G4.9 know different types of settlements and land use <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>G5.8 know what is meant by biomes and what are the features of a specific biome (e.g. rainforests, grasslands, aquatic, forest, tundra, desert) <b>(S)</b></li> <li>G5.9 know the key physical aspects of vegetation belts <b>(S)</b></li> <li>G5.10 know key topographical features (for example, hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time <b>(S)</b></li> </ul>		<ul style="list-style-type: none"> <li>G7.8 know how their local area is linked to other countries through globalisation <b>(S)</b></li> </ul>

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									<ul style="list-style-type: none"> <li>• G6.3 know the key aspects of economic activity and trade links <b>(S)</b></li> <li>• G6.4 know why industrial areas and ports are important <b>(S)</b></li> <li>• G6.5 know the distribution of natural resources including energy, food, minerals and water <b>(S)</b></li> <li>• G6.6 know main human and physical differences between developed and developing nations <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>• G7.9 know the role that China plays in globalisation <b>(S)</b></li> <li>• G7.10 to know the key physical and human geography processes relating to geological timescales (e.g plate tectonics, rocks, weather) <b>(S)</b></li> <li>• G7.11 know how to analyse distribution on maps at a variety of scales <b>(D)</b></li> </ul>

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Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Skills and Fieldwork</b>		<ul style="list-style-type: none"> <li>GR.8 know that information can be drawn from a simple map (S)</li> </ul>	<ul style="list-style-type: none"> <li>G1.10 know how to use a map, atlas and / or globe to locate the 4 countries of the UK (P)</li> </ul>	<ul style="list-style-type: none"> <li>G2.8 know how to use a world map, atlas and/or globe to locate the seven continents (P)</li> <li>G2.9 know how to use a map, atlas and /or a globe to locate a non-European country in a contrasting study (P)</li> <li>G2.10 know how to use a world map, atlas or globe to locate the five oceans (P)</li> </ul>	<b>Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>G3.7 know how to use maps to locate European countries and major cities (P)</li> </ul>	<ul style="list-style-type: none"> <li>G4.10 know some symbols and keys on an ordnance survey map for the UK (S)</li> <li>G4.11 know how to use a 4-figure grid references. (P)</li> </ul>	<ul style="list-style-type: none"> <li>G5.11 know how to use GIS to see how land use has changed over time and describe the features studied (P)</li> </ul>	<ul style="list-style-type: none"> <li>G6.7 know how to use six-figure grid references (P)</li> <li>G6.8 know how to use maps and atlases and GIS to locate countries (P)</li> </ul>	<ul style="list-style-type: none"> <li>G7.12 know how to annotate photographs and graphs (P)</li> <li>G7.13 know how to analyse and interpret data (D)</li> <li>G7.14 know how to draw and annotate a sketch map (P)</li> </ul>
			<ul style="list-style-type: none"> <li>G1.11 know which is N, E, S and W on a compass (S)</li> </ul>	<ul style="list-style-type: none"> <li>G2.11 know how to use locational and directional language to describe places on a map. (P)</li> </ul>		<ul style="list-style-type: none"> <li>G3.8 know the eight points of a compass (S)</li> </ul>				

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Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
	<ul style="list-style-type: none"> <li>GN.9 know how to use simple observational equipment to support exploration of the natural environment <b>(P)</b></li> </ul>		<ul style="list-style-type: none"> <li>G1.12 know how to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of their local environment <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>G2.12 know how to use simple scales to make judgements about the quality of an environment (e.g. Likert Scale) <b>(P)</b></li> </ul>			<ul style="list-style-type: none"> <li>G4.12 know how to use standardised sampling techniques (e.g. collecting samples of water from different parts of a river) <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>G5.12 know how to carry out fieldwork interviews (e.g. the range of views on a proposed new development) <b>(P)</b></li> </ul>		
			<ul style="list-style-type: none"> <li>G1.13 know how to use aerial photographs and plan perspectives to recognise landmarks in the UK <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>G2.13 know how to use aerial photographs and plan perspectives to recognise human and physical features <b>(P)</b></li> </ul>			<ul style="list-style-type: none"> <li>G4.13 know how to use satellite images to identify human and physical features changing over time <b>(P)</b></li> </ul>	G5.13 know how to compare maps to aerial photographs and satellite images <b>(P)</b>		

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			<ul style="list-style-type: none"> <li>G1.14 know how to create simple tally charts to record data about the local area <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>G2.14 know how to devise a simple map; and use and construct basic symbols in a key <b>(P)</b></li> </ul>		<ul style="list-style-type: none"> <li>G3.9 know how to create simple bar charts and tables to record and present geographical data <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>G4.14 know how to use a range of methods to present data (e.g. sketch maps, plans, graphs and IT) <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>G5.14 know how to use graphs to record features such as temperature or rainfall across the world. <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>G6.9 know how to use qualitative and quantitative methods of data collection to support a geographical enquiry <b>(P)</b></li> </ul>	
			<ul style="list-style-type: none"> <li>G1.15 know how to investigate a simple line of enquiry about the school grounds, reaching simple conclusions and ways forward (e.g. How can we reduce the amount of litter on the playground?) <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>G2.15 know how to investigate a simple line of enquiry about the local area, reaching simple conclusions and ways forward (e.g. How can we reduce the number of cars on the road?) <b>(D)</b></li> </ul>		<ul style="list-style-type: none"> <li>G3.10 know how to answer questions using sources of evidence and information presented in graphs, charts and tables <b>(P)</b>, drawing conclusions about the findings <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>G4.15 know how to observe, measure and record data on human and physical features in the local area. <b>(P)</b></li> <li>G4.16 know how to generate questions and lines of enquiry from data collected <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>G5.15 know how to interpret data collected and make comparisons and judgements <b>(D)</b></li> <li>G5.16 know how to express balanced opinions about geographical issues <b>(P)</b>, using sources of evidence to support these <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>G6.10 know how to analyse findings of geographical enquiries <b>(P)</b> in order to draw conclusions and present them to a specific audience <b>(D)</b></li> </ul>	

### Curriculum End Points

The KKPDs are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable geographers.

**For subject leaders**, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

**For teachers**, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKPDs. They support teachers to plan activities that help to develop children as effective geographers. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

**For children**, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

Curriculum end points	Nursery	Reception	Year 1	Year 2	Curriculum end points	Year 3	Year 4	Year 5	Year 6	Year 7
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## KEY KNOWLEDGE PROGRESSION DOCUMENT – Geography

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
	<p><b>Children should be able to:</b></p> <p>Recall the knowledge specified within the KKPDs for Nursery</p> <p>Talk about ways they and others can care and protect the natural world (e.g. watering the plants)</p> <p>Talk about features of the natural world using appropriate vocabulary</p> <p>Describe where they live and what they like about it</p> <p>Talk about places and say how they are different</p>	<p><b>Children should be able to:</b></p> <p>Recall the knowledge specified within the KKPDs for Reception</p> <p>Talk about the features of their local environment commenting on any recent changes they have noticed (e.g. a new shop has opened)</p> <p>Compare and contrast where they live with another place nearby</p> <p>Compare life in England with another country talking about what is the same and different</p> <p>Identify features on a simple map</p>	<p><b>Children should be able to:</b></p> <p>Recall the knowledge specified within the KKPDs for Year 1</p> <p>Talk about the human and physical features of a place in the UK.</p> <p>Identify key human and physical features within our own local environment, comparing these to larger towns and cities</p> <p>Identify UK landmarks on aerial photographs</p> <p>Investigate simple enquiries about the school grounds</p> <p>Describe how UK weather changes over the year</p>	<p><b>Children should be able to:</b></p> <p>Recall the knowledge specified within the KKPDs for Year 2</p> <p>Compare and contrast the geographical features of a place in the UK and a small area in a non-European country</p> <p>Identify human and physical features on aerial photographs giving reasons for why some of the human features are located there and why they might have changed over time</p> <p>Explain the advantages and disadvantages of living in different places</p> <p>Use maps, globes and atlases to locate places</p> <p>Investigate simple enquiries about the local area and what might be the causes and</p>		<p><b>Children should be able to:</b></p> <p>Recall the knowledge specified within the KKPDs for Year 3</p> <p>Identify and discuss the similarities and differences between human and physical features of the UK and a European country</p> <p>Describe some examples of how human and physical features are interdependent.</p> <p>Explain the causes and consequences of natural disasters (including volcanos and earthquakes)</p> <p>Locate a range of countries and cities on maps, describing their location using the 8 points of a compass</p> <p>Compare and contrast the environmental regions of the UK</p>	<p><b>Children should be able to:</b></p> <p>Recall the knowledge specified within the KKPDs for Year 4.</p> <p>Identify the features of a river and explain how they are formed and how they change over time</p> <p>Compare and contrast different geographical regions of the UK</p> <p>Identify and discuss the different types of settlements and land use and how these have changed over time</p> <p>Discuss the causes and consequences of flooding</p> <p>Locate landmarks of different counties in the UK on a map using 4-figure grid references and ordnance survey map symbols.</p> <p>Observe, measure, record and present data</p>	<p><b>Children should be able to:</b></p> <p>Recall the knowledge specified within the KKPDs for Year 5.</p> <p>Name and locate specified countries from around the world on a map</p> <p>Compare and contrast what it is like living in the UK and a country in North or South America</p> <p>Discuss the causes and consequences of climate change expressing balanced opinions based on geographical/scientific research/sources</p> <p>Explain the features of different biomes and the effects that humans are having on these over time.</p> <p>Explain how and why land use changes over time through using digital mapping.</p>	<p><b>Children should be able to:</b></p> <p>Recall the knowledge specified within the KKPDs for Year 6.</p> <p>Explain the similarities and differences between developing and developed countries in detail.</p> <p>Explain the distribution of natural resources and the impact this has on growth.</p> <p>Compare and contrast at least two countries with contrasting levels of socio-economic development.</p> <p>Interpret a variety of sources such as maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS) to find out about a country and its land use and spatial variations over time</p>	<p><b>Children should be able to:</b></p> <p>Recall the knowledge specified within the KKPDs for Year 7.</p> <p>Understand the global patterns of world development.</p> <p>Explain the human and physical features of Russia.</p> <p>Explain the links their local area has to the wider world through globalisation.</p>

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				consequences of local issues		with a European country  Use a compass to navigate accurately	on local human and physical features.	Understand cause, effect and response in relation to geographical issues (e.g. coastal erosion)	Collect, analyse and interpret a range of geographical data to find out what is happening in our world, including trends and patterns.	



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