LIPHOOK
FEDERATION

Geography

Knowledge and Skills

Progression

EYFS to Year 6

Geography Curriculum Knowledge Progression: Year R to Year 6

Our high-quality geography curriculum is planned as a 7-year journey across the Federation and inspires a curiosity and fascination about the world and its people. It equips our pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. By the time they leave the Federation, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

By the end of Liphook Infant School

Our pupils will have developed knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Our Infant pupils are taught to

Locational knowledge	• Name and locate the world's 7 continents and 5 oceans • Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
Place knowledge	• 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

Human and physical geography	• 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
	• Use basic geographical vocabulary to refer to:
	  ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather
	  ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork	• 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 • 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 • Use aerial photographs 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 • 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

Geography Curriculum Knowledge Progression: Year R to Year 6

By the end of Liphook CofE Junior School

Our pupils will have extended their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Our Junior pupils are taught to

Locational knowledge	• 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 • 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 • 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)
Place knowledge	• 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 in North or South America
Human and physical geography	Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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
Geographical skills and fieldwork	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, 4- and 6-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 • 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

'Greater Depth' is achieved through a focus on **ACE –** tasks enable pupils to **A**pply, **C**onnect and **E**xplore (or **E**xplain) & **E**valuate

Apply	• Pupils independently apply their Geographical skills, knowledge and understanding from their current and previous learning and in new contexts with justification.
Connect	• Pupils make clear, strong and appropriate connections in and across domains of physical, human and environmental geography debating alternative views and making sense of the increasing complex world around them.
Explore & Evaluate	• Pupils are able to independently explore and critically evaluate their geographical learning combining their knowledge and their skills to create questions, hypotheses and conclusions so they are equipped to understand the uses and implications of geographical knowledge and skills, today and for the future.

Geography Curriculum Knowledge Progression: Year R to Year 6

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Annual International Day, focusing on a different continent every year – covering all seven continents during pupils' journey through Liphook Federation							
Locational knowledge	Talk about what they can see in their immediate environment (where they live/where they go to school). Develop a sense of distance – where their house is and how they get to school. Know there are different countries in the world and talk about them (based on own experiences/pictures/photos).	Name and locate characteristics of the four countries and capital cities of the UK.	Name and locate characteristics and capital cities of countries of the UK and the surrounding seas. Name and locate the world's 7 continents and 5 oceans.	Locate the world's countries, using map to focus on Europe (including the location of Russia) and North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Locate the world's countries, using map to focus on Europe (including the location of Russia) and North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic circle.	Name and locate countries and cities of the UK, 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.	Locate the world's countries, using map to focus on Europe (including the location of Russia) and North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night).

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Geography Curriculum Knowledge Progression: Year R to Year 6

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge	Recognise and talk about some similarities and differences between life in this country and in other countries. Use relevant, specific language to describe contrasting locations (draw on knowledge from stories, non-fiction texts, and when appropriate, maps. Become familiar with maps and what they represent. Create own maps, showing simple physical features.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. (School grounds. Liphook village, Radford park)	Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. (St Lucia)	Understand geographical similarities and differences through the study of human and physical geography of a region within North America.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within South America.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Understand geographical similarities and differences through the study of human and physical geography of the UK, a region in a European country, and a region within North or South America.
Human & Physical Geography	Understand and talk about changes in the natural world (weather and seasons) Talk about why things happen (seasonal and weather patterns) Use basic geographical vocabulary to talk about the features of where they live.	Identify seasonal and daily weather patterns in the UK and identify their associated weather characteristics. Use basic geographical vocabulary to refer to key physical (e.g. valley, river, season and weather) and human features (e.g. city, town, village, house, office, shop, church)	Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features (e.g. beach, cliff, coast, forest, mountain, ocean) and human features (e.g. port, harbour, factory, farm).	Describe and understand key aspects of: **Physical geography** including: volcanoes and earthquakes. Describe and understand key aspects of: **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.	Describe and understand key aspects of: **Physical geography** including: biomes, mountains, earthquakes. Describe and understand key aspects of: **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.	Describe and understand key aspects of: **Physical geography** including: rivers, mountains and the water cycle. Describe and understand key aspects of: **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.	Describe and understand key aspects of: **Physical geography** including: climate zones, biomes and vegetation belts. Describe and understand key aspects of: **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.

Geography Curriculum Knowledge Progression: Year R to Year 6

Geographical skills and Field work	Understand prepositions such as under, on top, inside, in front, behind, next to, before, after Create simple maps from imaginary story settings and own immediate environment.	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use locational and directional language (near and far, left and right) to describe the location of features and routes on a map. Use aerial photographs and plans to recognise basic human and physical features. (Liphook, Marwell Zoo). Devise a simple map and use and construct basic symbols in a key. (Radford Park, Marwell Zoo) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment.	Continue to use world maps, atlases, google earth and globes to identify the United Kingdom and its countries, 7 continents of the world, St Lucia and the oceans of the world. Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. Use aerial photographs and plans to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their surrounding environment.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, symbols and keys (including the use of Ordinance survey maps) to build their knowledge of the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, graphs and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure references and symbols and keys (including the use of Ordinance survey maps) to build their knowledge of the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure references and symbols and keys (including the use of Ordinance survey maps) to build their knowledge of the United Kingdom. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure references and symbols and keys (including the use of Ordinance survey maps) to build their knowledge of the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies. Understand geographical similarities and differences through the study of human and physical geography of the UK, a region in a European country, and a region within North or South America.

Geography Curriculum Knowledge Progression: Year 1

Substantive knowledge	Disciplinary knowledge	Key Vocabulary
Space and dinosaurs		
• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Liphook Infant School and Liphook village) • Understand the difference between physical and human geography • Use basic geographical vocabulary to refer to key physical (e.g. valley, river, season and weather) and human features (e.g. city, town, village, house, office, shop, church)	• Use aerial photographs and plans to recognise basic human and physical features, e.g. Liphook Infants School and Liphook village • Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. • Devise a simple map and use and construct basic symbols in a key.	Geography, Human feature, Key human features: City, town, village, house, office, shop, church Physical feature, Key physical features vocab: river, soil, valley, season
Amazing Animals!		
• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Liphook Infant School and Marwell Zoo) • Understand the difference between physical and human geography • Use basic geographical vocabulary to refer to key physical and human features	• Use aerial photographs and plans to recognise landmarks at Marwell Zoo • Devise a simple map and use and construct basic symbols and a key. • Create a map of Marwell zoo and the infant school from first-hand experience and create own symbols and key. • Use aerial photos (Google maps, Digi map) of the zoo and photographs from Marwell website to identify different physical and human features. • Use locational and directional language (for example, near and far; left and right to describe the location of features and routes on a map.	Near and far, left and right, key, map, route, compass, symbol, north, south, east, west
Heroes!		
• Name and locate, and identify characteristics of, the four countries and capital cities of the UK	• Use maps to identify the four countries and capital cities of the United Kingdom • Use locational and directional language (near and far, left and right) to describe the location of features and routes on a map.	United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Belfast, Edinburgh Map, compass, symbol, north, south, east, west
The Four Seasons		
• Identify seasonal and daily weather patterns in the UK and identify their associated weather characteristics.	• Measure the weather using simple equipment and use this to investigate how the seasons change e.g. rainfall, temperature, day length,	Season, year, month, week Autumn, Winter, Spring, Summer, sunny, rainy, hail, snow, frost, humid, windy

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Geography Curriculum Knowledge Progression: Year 2

Substantive knowledge	Disciplinary knowledge	Key Vocabulary
The magic of seeds: Where does our food come from?		
• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Build on knowledge of seasonal and daily weather patterns in the UK. • Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. •	• Continue to use world maps, atlases, google earth and globes to identify the United Kingdom and its countries, 7 continents of the world	North Pole, South Pole, Equator Continent: Europe, Africa, America, Africa, Asia, Antarctica, Australasia
The Seven Seas		
• Use basic geographical vocabulary to refer to key physical features (e.g. beach, cliff, coast, forest, mountain, ocean) and human features (e.g. port, harbour, factory, farm).	• Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. • Continue to use world maps, atlases, google earth and globes to identify the United Kingdom and its countries, 7 continents of the world, St Lucia and the oceans of the world.	Europe, Asia, Africa, South America, North America, Oceania, Antarctica, Arctic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean, Atlantic Ocean **beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather** **city, town, village, factory, farm, house, office, port, harbour and shop**
Outlaws of the Land		
• Use basic geographical vocabulary to refer to key physical features (e.g. beach, cliff, coast, forest, mountain, ocean) and human features (e.g. port, harbour, factory, farm).		

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Geography Curriculum Knowledge Progression: Year 3

Substantive knowledge	Disciplinary knowledge	Key Vocabulary
Feeding our planet: Comparing farming in the UK with farming in America		
• Compare farming in the UK to farming in America. • Describe and understand key aspects of: **Physical geography** - e.g. Climate & landforms e.g. valleys, mountains, hills – and **Human geography** – e.g. • types of settlement and land use e.g. pastoral & arable farming • economic activity including trade links, fair trade and the distribution of food ✓ Explain what locally grown food is and the seasonality of our fruit and vegetables. Understand how the farm changes over the different seasons ✓ Explore where our food comes from (building on work in Y2) and look at food miles. ✓ Understand the importance of fair trade ✓ Understand the global issue of food waste and look at ways we can help to reduce food waste.	• Use Digimaps to locate agricultural land area in the UK: use of contour lines to identify hills and valleys. • Use OS maps of Chichester to identify symbols and understand the placement of Goodwood Farm. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, graphs and digital technologies. • Track the trade routes of chocolate/bananas using a world map • Revise naming and position of Equator, Continents, Oceans	Great Britain, North America, rural, valley, settlement Farm, ranch, livestock, reared, sheared, pastoral farming Arable farming, land use, soil, vegetation, pastoral, agriculture, crops, fertilizer, manuring, weeding, seed preparation, harvest, sown, pesticides, irrigation, , maintenance, haystack, silage, combine harvester, churns Market, transportation, air miles, fair trade, seasonality, organic, Climate, weather season
The Power of Nature: Volcanoes and Earthquakes		
• Describe and understand key aspects of: **Physical geography** including: volcanoes, earthquakes & mountains. • Describe and understand key aspects of: **Human geography** including: types of settlement and land use. • Consider the impact of natural disasters e.g. infrastructure (e.g. buildings, services such as power) on tourism	• Use maps, atlases, globes and digital/computer mapping to focus on the Ring of Fire and plate tectonics • Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.	**Types of volcano:** active, dormant, extinct **Parts of a volcano:** crater, vent, ash, larva, conduit, magma chamber **Structure of the earth:** crust, mantle, outer core, inner core **Earthquakes and volcanoes:** Richter scale, fault, tsunami, plate tectonics, tremors, continent, Ring of Fire, lahar, pyroclastic flow, volcanic bomb, convergent plate boundary, transform plate boundary, divergent plate boundary **Locational geography:** Pacific Ocean, Ring of Fire, South America, North America.
Our North American Road trip: Comparing a region of North America to England		
• Compare a region of North America (U.S.A) to England; they will look at population, location, size, climate, time zones, crops and animals. • Understand geographical similarities and differences with the UK through the study of human and physical geography of Canada	• Revise locating the world's continents and oceans using maps • Locate countries and major cities in North America on maps. • Children will understand the 8 points of a compass using Digimaps. • Use symbols and key (including the use of OS maps) to build knowledge of North America. Include own keys and scaling.	Continents, oceans, North America, climate, terrain, urban, rural, human features, physical features, culture, time zones, population, tourist attractions, diversity, capital cities, Canada, America, U.S.A., compass points, Niagara Falls, Ottawa, Banff National Park, Montreal, National Parks

Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork

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Geography Curriculum Knowledge Progression: Year 4

Substantive knowledge	Disciplinary knowledge	Key Vocabulary
Rainforests		
• Revise locating the world's continents and oceans using maps • Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic circle. Relate this to the location of rainforests around the world. • Locate countries in South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within South America. • Describe and understand key aspects of: **Physical geography** including: biomes • Describe and understand key aspects of **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.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four figure references and symbols and keys (including the use of Ordnance survey maps) to build their knowledge of the wider world. **Cross curricular link with science:** • Use fieldwork to create a map to show the location of microhabitats in the school grounds	Equator, tropics, climate, tropical, Amazon Rainforest, understory, canopy, forest floor, emergent layer resource, trade, deforestation, river, characteristics, tribe, kapok tree
Invaders and settlers		
	•	
Countries at war: looking at maps		
• Locate the world's countries, using map to focus on an area of North America (Canada) • Describe and understand key aspects of **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.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four figure references and symbols and keys (including the use of Ordinance survey maps) to build their knowledge of the UK and the wider world.	Compass points, atlas, co-ordinates, horizontal, vertical, Ordinance Survey, location, Human geography: settlement, land use, economic activity, trade links, energy, minerals
Europe and Iceland: The land of fire and ice!		
• Describe and understand key aspects of: **Physical geography** including: biomes, mountains, earthquakes. • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Iceland) • Describe and understand key aspects of: **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.	• Use Digi maps app to revise the continents & locate the UK • Use atlases to locate and name European countries	Continent, Europe, oceans Grid reference, landmark, currency Physical features: Geothermal, Geyser, glacier, northern lights, natural wonder Human features: population,

Locational knowledge | Place knowledge | Human and Physical Geography | Geographical skills and fieldwork

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Geography Curriculum Knowledge Progression: Year 5

Substantive knowledge	Disciplinary knowledge	Key Vocabulary
Journey to the River Sea		
• Describe and understand key aspects of: **Physical geography** including: rivers, mountains and the water cycle. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. • Name and locate countries and cities of the UK, 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.	• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure references and symbols and keys (including the use of Ordinance survey maps) to build their knowledge of the United Kingdom.	Bank, current, channel, erosion, source, river bed, river, meander, delta, deposition, brackish, floodplain, mouth, sediment, transportation, tributary, reservoir, precipitation, condensation, evaporation, transpiration, run-off.
The importance of Rivers in the Earliest Civilizations		
• Describe and understand key aspects of: **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.	•	

Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork

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Geography Curriculum Knowledge Progression: Year 6

Substantive knowledge	Disciplinary knowledge	Key Vocabulary
Evolution and Inheritance		
• Describe and understand key aspects of: **Physical geography** including: climate zones, biomes and vegetation belts.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Landmarks, country, continent, ocean, climate, weather, population, rivers, mountains, tourists, comparison, biome, eco-system, habitat, latitude, longitude, time zones, Greenwich Meridian, vegetation belts, climate zones
Comparing Portsmouth and Annecy		
• Locate the world's countries, using map to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night). • Describe and understand key aspects of**: 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.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure references and symbols and keys (including the use of Ordinance survey maps) to build their knowledge of the wider world. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies. Understand geographical similarities and differences through the study of human and physical geography of the UK, a region in a European country, and a region within North or South America.	Landmarks, country, continent, ocean, climate, weather, population, rivers, mountains, tourists, comparison, biome, eco-system, habitat, latitude, longitude, time zones, Greenwich Meridian, vegetation belts, climate zones

Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork