

Hutton Rudby Primary School - Knowledge Progression - Geography

	Factual Knowledge	Procedural Knowledge
EYFS	<p>I know the name of the road and village my school is located in.</p> <p>I know about some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>I know how to describe my immediate environment using new vocabulary and knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I know how to touch, smell and hear the natural world during hands on experiences.</p> <p>I know how to focus on specific areas of the natural world when observing.</p> <p>I know how to comment on aerial view photos saying what I notice.</p> <p>I know how to comment on key features of the school environment using correct vocabulary.</p> <p>I know how to draw simple maps of the immediate environment.</p> <p>I know how to draw simple maps from imaginary story settings.</p> <p>I know how to 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.</p> <p>I understand some important processes and changes in the natural world around me.</p>
Year 1	<p>I know the names and locations of the world's continents and oceans, and some information about each of them.</p> <p>I know the location and features of the local area.</p> <p>I know the location and features of a contrasting locality and my local area.</p>	<p>I know how to annotate a simple map with some of its key features.</p> <p>Using simple maps and aerial views, I can ask questions about the main features and the way symbols have been used.</p> <p>I can create a simple map with support.</p> <p>I know how to use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe.</p> <p>I know how to use appropriate vocabulary for continents and oceans</p>
Year 2	<p>I know basic vocabulary and concepts about weather and the climate.</p> <p>I know the main nations and features of the UK, including their locations and related key vocabulary.</p> <p>I know where the world's main hot and cold regions are, and some information about what they are like.</p> <p>I know how their location within hot and cold regions might affect everyday life differently.</p>	<p>I know how to use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.</p> <p>I know how to use globes and atlases – and annotate maps – to identify the world's hot and cold regions.</p> <p>I know how to look at simple maps and aerial views of a contrasting locality, discussing and asking questions about its main features and comparing these with the UK.</p> <p>I know how to use appropriate vocabulary for hot and cold regions and when describing and comparing contrasting localities.</p> <p>I know how to make use of the four main compass points when describing the location of these key locations and regions.</p> <p>I can recognise Ordnance Survey Map symbols.</p>

Year 3	<p>I know where the world’s main climate zones are (building on their prior understanding of hot and cold regions).</p> <p>I can identify human and physical features.</p> <p>I can compare human and physical features in different locations.</p> <p>I know how the location within different climate zones might affect everyday life differently.</p> <p>I know about processes of settlement, trade, tourism and culture.</p> <p>I know the key elements and physical features of a volcano.</p> <p>I understand that natural disasters can affect the landscape.</p> <p>I know the main features and causes natural disasters.</p> <p>I know how some people have adapted to life in a chosen location.</p> <p>I know how humans can cause or impact on natural disasters and the impact disasters have on humans.</p>	<p>I know how to use globes and atlases to identify climate zones and consider their impact.</p> <p>I know how to use globes, atlases and maps to identify the main human and physical features.</p> <p>I know how to interpret maps and aerial views at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied.</p> <p>I know how to use appropriate vocabulary.</p> <p>I know how to evaluate a range of possible disaster prevention measures.</p>
Year 4	<p>I know the key elements and physical features of a river.</p> <p>I know the names of – and key information on – the world’s main rivers.</p> <p>I know the key elements of biomes.</p> <p>I know the location and principal features of a chosen location, situating it within the globe and the continent and comparing and contrasting it.</p> <p>I know how some human beings have adapted to life in a chosen locality.</p>	<p>I know how to interpret and explain key information found on maps, on globes and in atlases.</p> <p>I know how to use globes, atlases and maps to locate the world’s principal rivers, rainforests (and other biomes).</p> <p>I know how to interpret a range of maps and aerial views and apply this information to my understanding of it.</p> <p>I know how to use appropriate vocabulary to answer questions and to start to explain my thinking.</p>
Year 5	<p>I know the key elements and physical features of a mountain.</p> <p>I know the names and locations of the world’s principal physical features (e.g., mountains) and can identify their key elements.</p> <p>I know the location and principal features of a location when seen at a range of scales, from the global to the immediately local.</p> <p>I know ways in which human processes (such as tourism and migration) operate within a chosen area.</p> <p>I know ways in which the location and physical geography of the region impact on (and are impacted by) human activity.</p> <p>I can compare and contrast distinctive features in two different localities.</p> <p>I know about place-specific patterns of continuity and change (including different perspectives on issues in the news, past and present)</p>	<p>I know how to interpret a range of maps and aerial views and apply this information to my understanding of the location.</p> <p>I know how to look critically at a topical issue in a region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints.</p> <p>I know how to use globes and atlases to identify specific locations and draw conclusions about it.</p> <p>I know how to use and apply appropriate vocabulary.</p>

Year 6

I know the location and principal features of a region when seen at a range of scales, from the global to the immediately local.

I know ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate.

I know ways in which the location and physical geography of a region impact on (and are impacted by) human activity in the region.

I know how to interpret a range of maps and apply this information to my understanding of it.

I know how to use maps and supporting information to route-plan a tourist trip.

I know how to use fieldwork to collect and critically evaluate data from a range of viewpoints, how it meets people's needs, and how it might change.

I know how to use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change;

I know how to use appropriate vocabulary when describing key information to external audiences.