Benjamin Adlard Primary School
Geography Key Knowledge Progression Document (KKP)

Rationale

This Geography Key Knowledge Progression (KKP) document sets out the core knowledge pupils will learn from Nursery to Year 6. It ensures all knowledge is taught sequentially, builds cumulatively and reflects the ambition of the National Curriculum. The curriculum is designed so pupils develop a secure understanding of places, environments and geographical processes, and how people interact with the world around them.

Types of Knowledge in Geography

Geography draws on both substantive knowledge (facts, concepts and content about the world) and disciplinary knowledge (how geographers investigate, analyse and explain). Substantive knowledge in this curriculum is further broken down into sticky and fingertip knowledge so teachers know exactly what pupils must retain long term and what they can retrieve when needed.

Substantive Knowledge

Substantive knowledge is the factual and conceptual knowledge that helps pupils understand:

- Place – what a location is like
- Location – where a place is and how it connects to others
- Human Geography – how people live, work and interact with the environment
- Physical Geography – natural features, patterns and processes

This knowledge is carefully sequenced from the immediate and personal (Nursery and Reception) to the national (KS1), continental (Lower KS2) and global (Upper KS2). Pupils build secure schema by repeatedly revisiting and deepening these big ideas.

Sticky Substantive Knowledge

Sticky knowledge is the non-negotiable core that pupils must retain in their long-term memory. It includes:

- names and locations of continents, oceans and major world regions
- the countries, capitals and surrounding seas of the UK
- the Equator, Northern and Southern Hemispheres, Poles and climate zones

• major physical processes such as the water cycle, rivers, volcanoes and earthquakes

• global themes including trade, resource distribution and interdependence

This knowledge is carefully rehearsed, revisited and assessed to ensure it is secure for future learning.

Fingertip Substantive Knowledge

Fingertip knowledge supports geographical understanding but does not need long-term storage. It includes:

• case-study-specific place names

• temporary weather or fieldwork data

• mapping symbols or vocabulary used for a single task

Teachers signpost fingertip knowledge and model how to find it (e.g., atlases, glossaries, digital tools), avoiding cognitive overload. Fingertip knowledge becomes sticky if it is essential for later learning.

Disciplinary Knowledge

Disciplinary knowledge is knowing how geographers think, work and make sense of the world. It includes understanding that geographical claims must be supported by evidence, noticing patterns and anomalies, and forming reasoned conclusions.

Disciplinary knowledge includes learning to:

• ask geographical questions (What is this place like? Why is it like this?)

• observe, measure and record geographical data

• interpret maps, aerial photographs, digital tools and GIS-style layers

• apply grid references, scale, keys and symbols

• identify patterns, relationships and change over time

• weigh up evidence, make comparisons and draw conclusions

• think critically about human impact, sustainability and global connections

Disciplinary knowledge develops only when substantive knowledge is secure. For example, pupils cannot analyse climate data until they understand climate zones; they cannot interpret OS maps until they know physical features. This ensures knowledge and skills grow in tandem, creating a coherent geographical education.

Ambition and Alignment

Geography begins in the EYFS through Understanding the World, where children explore places, weather, maps and the natural world.

From Key Stage 1 onward, the KKP aligns fully with the National Curriculum strands:

• Locational Knowledge

• Place Knowledge

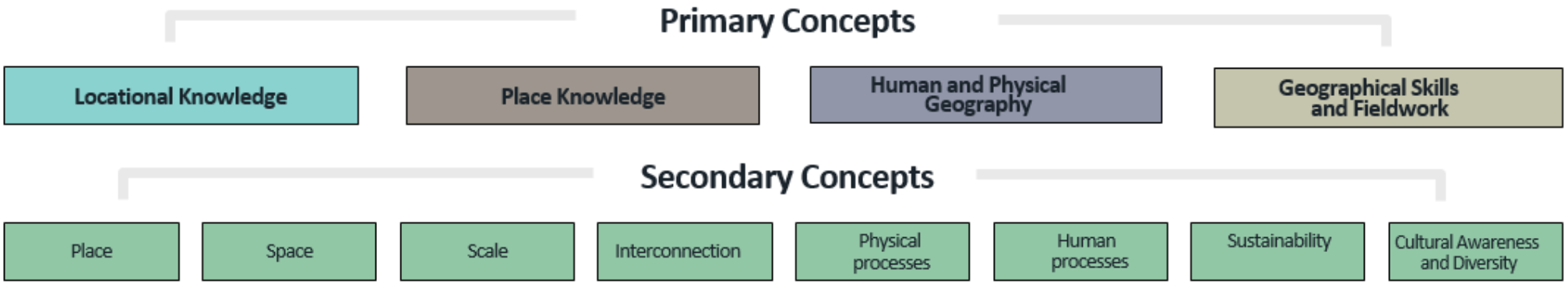
• Human and Physical Geography

• Geographical Skills and Fieldwork

These strands are revisited with increasing complexity, ensuring pupils build a deep, connected and meaningful understanding of the world.

Key Concepts

Through collaboration with subject leaders and subject specialists, we have identified key concepts (big ideas) for geography. These key concepts are the skills and -Knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.


Primary Concepts
Locational Knowledge
Place Knowledge
Human and Physical Geography
Geographical Skills and Fieldwork
Secondary Concepts
Place
Space
Scale
Interconnection
Physical processes
Human processes
Sustainability
Cultural Awareness and Diversity

Key concepts in **GEOGRAPHY**

Pupils will develop an understanding of the physical process that shape our landscapes and how humans impact on the land and environment. They will develop an understanding of how to use maps and build -Knowledge of significant locations and places so they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their -Knowledge of different regions of our planet.

Space

Space is an abstract idea that relates to how phenomena (e.g., physical features, people, services, goods) are arranged on the Earth's surface. It is at the top of a hierarchy of ideas such as: location, pattern, distribution, interaction, distance. To understand space and how phenomena have relative locations to each other, students should investigate interactions across space and processes that lead to flows or movements that create patterns and networks. They need to use maps, GIS and atlases to identify, plot and represent features, and examine spatial decision-making.

Place

Every place has a particular location and a unique set of physical and human characteristics, and it can be represented in different ways. What we think about places is both shaped by, and shapes, our geographical imagination, i.e. place has a personal dimension. Studying 'place' in geography involves understanding the characteristics of places, how it became like this and how it is subject to forces of change. Places are not only the context in which geography happens, they have a significant influence on what happens. Students need to recognise when considering strategies to address similar problems in different places that they need to take account of the distinctive characteristics of each place.

Human Processes

Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate.

Physical Processes

Pupils will develop an understanding of different physical environments in their locality and around the world. They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.

Sustainability

Sustainability relates to an ideal in which physical and human processes maintain the quality of environments and the availability of resources. Sustainable development is promoted through conservation and environmental and resource management.

Scale

Scale is used to analyse relationships by investigating them at different scales. Scale is often seen as a 'zoom lens' that enables us to view places at all levels from the personal, local and regional to the global. There are also national and international scales that are very important politically, and exert a huge influence on the identity of individuals and groups. Scale influences our perceptions of phenomena so the choice of scale to study is important. Students also need to be taught to realise that there are links *between* different scales e.g., decisions/events at a local level can have global consequences, and vice versa.

Interconnection

Interconnection is the understanding of the interrelationships that operate in our complex, diverse and changing world. Students must understand that nothing studied in geography exists in isolation, because everything is influenced by its relationships with other phenomena, both within and between places. Interconnection is the concept at the top of a hierarchy that includes interdependence, interaction, processes and systems. This concept involves the understanding of not only how things are linked together, but also how one aspect affects and **needs** another. The concept of interconnection is about young people recognising that the places in which they live are connected to places around the world, and that their climate, population, economy and culture are influenced by these interconnections at all scales from the local to the global.

Cultural awareness and diversity

Cultural awareness and diversity is appreciating the differences and similarities between people, places, environments and cultures and understanding the contribution they make to the dynamic functioning of societies and economies. It is an important concepts for exploring the world. Diversity exists between and within places and cultures and may lead to inequalities and conflict.

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**
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.	• *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.* • *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.*	• *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.*

National Curriculum Subject Content				
Strand	**Locational knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Fieldwork**

Key Stage 1	• *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas*
	• *Name and locate the world's seven continents and five oceans*
		• *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*	• *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 and weather*
			  • *Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop*
				• *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 (eg: near and far, left and right) to describe the location of features and routes on a map*
				• *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*
				• *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*

Strand	**Locational knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Fieldwork**

Key Stage 2	• *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)*	• *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*	• *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.*	• *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 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*

Knowledge and skills sequencing	**GEOGRAPHY**							
	Nursery	**Reception**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Substantive Knowledge **Locational Knowledge** **Space** **Scale** **Pupils will know....**	-We live in a place. -The world has land and water. -Places have names. -Pictures show us places.	-Places are part of bigger places. -Maps show where places are. -Maps help us find different areas and places.	-The world can be spilt into very large areas called continents and oceans. -The United Kingdom is made up of four countries. -Countries have important cities called capitals. -Maps help us find where places are in the world.	-The location of a place helps us understand and compare it. -Seas and oceans help describe where places are. -Some countries are islands.	-Places can be grouped into regions. -Larger areas contain smaller areas such as counties, regions, cities and towns. -Physical features like rivers and mountains help describe the geography of a place. -Lines of latitude are imaginary lines that help show where places are on Earth. -Climate zones help explain what different parts of world are like. -Maps can show human and physical features across a wider area.	-Continents can be compared and described by the size and position in the world. -Continents can be described by the seas and oceans around them. -Biomes are large areas of the world with similar climates, plants and animals. -Countries can be divided into smaller regions. -Maps show countries, regions, biomes and major physical features across the world.	-Lines of longitude help show how far east and west a place is in the world. -Lines of longitude divide the world into hemispheres and help explain time zones. -Larger continents contain many countries of different sizes. -World regions can be identified by groups of neighbouroing countries. -Major cities help describe important human features of a region.	-Maps show where environmental issues occur across the world.

Sticky Knowledge **Locational Knowledge** **Space** **Scale**	-Know that we live on a planet called Earth, which is made up of land and ocean. (s) -Know that a country is a large area of land with its own name. (s) -Know that there are different countries around the world. (s) and talk about these from exploring photographs (p) -Know the beach is next to the sea. (s) -Know that live in a specific place within a larger world. (s)	-Know I live in the country England (s) -Know that Gainsborough is a town where we live (s) -Know our school is called Benjamin Adlard and it is located in our town Gainsborough. (s) -Know that Gainsborough is part of a larger world. (s)	--Know that Great Britain is an island and is surrounded by the sea. (s) --Know (s) and locate (p) the four countries in the United Kingdom. -Know (s) and locate (p) the four capitals of the United Kingdom. -Know (s) and locate (p) the names of the 7 continents. -Know the United Kingdom is part of Europe. (s) -Know and locate the five oceans around the world. (s)		--Know the name of two major rivers in the UK (s) and locate (p) --Know (s) and locate (p) cities and towns in Lincolnshire. -Know the names of some major mountains in the UK (s) -Know the names (s) and locate (p) some regions across the county. -Know (s) and (p) the region I live in. -Know (s) and locate (p) the county I live in. -Know (s) and locate (p) 5 major lines latitude. -Know the names of some climate zones (s)	-Know the names (s) and locate (p) some countries in Europe. -Know the names (s) and locate (p) the oceans and seas that surround Europe. -Know (s) and describe the location of Europe in relation to other continents. --Know the names of (s) and locate (p) major biomes across the world.	--Know the name (s) and locate (p) all the larger countries of N America (Candia, USA, Mexico) -Know what longitude is (s). Know about the Prime/Greenwich Meridian (s) and work out differences (including day and night) (p)	-Know (s) and locate contrasting socio-economic countries.
Fingertip Knowledge **Locational Knowledge** **Space** **Scale**			-Know (s) and locate (p) Gainsborough in the East of England.	-Know (s) and locate (p) Jamaica on a world map. -Know that Jamaica is an island country. (s) -Know Jamaica is situated to the south to Cuba and west to Haiti. (s) -Know and locate the Caribbean Sea and Atlantic sea (p) and describe these in relation to the location of Jamaica. -Know Jamaica is part of North America. (s) and locate on a world map. (p) -Know Kingston is the capital city of Jamaica (s) and locate on a map. (p) --Know that Kingston is located on the east coast of the island. (s)	-Know (s) and locate (p) some of the regions major mountains are located in. -Know the names of and locate (p) major National Parks across the UK	-Know (s) and locate (p) the location of Italy in relation to Europe. -Know the name of a region in Italy (s) and locate on a map (p).	-Know the names of (s) and locate (p) some small countries in Central America (Honduras, Guatemala, Nicaragua) -Know the names of (s) and locate (p) some countries in the Caribbean. -Know (s) and locate (p) the Gulf of Mexico and Caribbean Sea. -Know the names of (s) and locate (p) some major capitals and cities	-Know (s) and locate (p) where plastic pollution affects different parts of the world, including oceans and coastal regions. (s)

Substantive knowledge **Place Knowledge** **Place** **Cultural awareness and diversity** **Pupils will know....**	-People live in different places. -Places can be different from each other. -We can visit different places. -Stories and pictures can help us learn about places.	-Places can be warmer or colder than others. -Places in our country are not the same.	-Places have names and addresses. -Places in our local area have features. -Some rivers flow through local places. -Weather can be different in different parts of the world.	-Places have physical and human features. -Places in different parts of the world can have different physical and human features. -Words help us describe and compare features of places.	-The world can be divided into climate zones. -Climate affects what places are like -Climate zones have physical features that help us describe them. -The type of resources a place uses can affect that place.	-Places in Europe can be different to places in the UK. -Physical and human features can help us compare places in Europe. -A places' landscape, climate and human activity helps to define it.	-Countries in different continents can have very different environments. -Places can be compared across different hemispheres. -A place's location (latitude, hemisphere, climate zone) helps explain its physical and human features. -Countries in different continents have distinct patterns, landscape, climate and settlement. -Comparing the UK with places in different continents can help us understand global similarities and differences.	
Place Knowledge **Place** **Cultural awareness and diversity** **Sticky Knowledge**	-Know that people live in and visit lots of different places around the world. (s) -Know that there are different places we can visit in the world (s) using stories and discussions (p) -Know how we could travel to different countries (s) through talk and looking at photographs (p)	-Know that places within this country can differ from each other. (s) -Know the names of hot and cold places across the world (s)	-Know that every place has an address and postcode to help us. (s) -Know (s), describe (s) and discuss (p) the features of the local community and school environment.		-Know the key physical features of climate zones (s)	-Know the geographical similarities and differences between living in the UK and a European study (s)	-Know the geographical similarities and differences in the UK and a country in North and South America. (s)	
Place Knowledge **Place**			-Know the school address and postcode (s) -Know the name of (s) and locate (p) the major river that runs	-Know similarities and differences of the geographical features of a place in England and small area in a non-European country (using some	-Know the impact of sustainable sources (s)			

Cultural awareness and diversity **Fingertip Knowledge**			through Gainsborough.	geographical vocabulary: (Port, harbour, coast, ocean, river, forest, hill, mountain, resident and tourist) (s)				
Substantive Knowledge **Physical and Human Geography** **Human and physical processes** **Sustainability** **Interconnection** **Pupils will know....**	-Places can look different from each other. -People live in different places. -Weather is not the same everywhere -People can travel to other places.	-Places have natural features we can notice and describe. -Different animals live in different places in the world. -Weather changes from place to place -People can look after and care for the natural environment.	-Physical features are natural parts of a place; human features are made by people. -The Equator and the Poles help us understand why places are hot or cold. -We can use maps to find hot and cold places around the world. -Continents contain different physical and human features we can identify.	-Weather can be observed and recorded. -Weather has patterns over time. -Different places in the UK can have different weather. -Symbols can be used to show weather information.	-Physical features shape what a place is like. -Places can have different landforms such as hills, valleys and flat land. -Rivers have features that change from source to mouth. -Climate zones affect what places are like. -Human settlements and land use vary depending on physical geography. -Land use can change over time. -Physical geography can create risks, such as flooding. -Climate can influence the type of energy people use.	-The Earth has different natural environments with their own characteristics. -Climate affects the types of plants and animals that live in a place. -Volcanoes are physical features found in some parts of the world. -Volcanoes have different parts that show how they are formed and how they erupt. -Vegetation changes across the world in patterns called vegetation belts.	-Some physical events can change the land. -Earthquakes happen when parts of the Earth move. -Water moves through a cycle involving evaporation, condensation and precipitation. -The water cycle affects people and the environment.	-Human choices can change the environment. -Natural resources are unevenly spread across the world. -Economic activity depends on resources, technology and industry. -Countries depend on each other through trade and shared resources. -Waste management and sustainability affect people and places.
Sticky Knowledge **Physical and Human Geography** **Human and physical processes** **Sustainability** **Interconnection**	-Know some differences between countries. (s) -Know some countries have hot weather and some have cold weather. (s) -Know people live on land. (s) -Know that different places are connected through aspects like travel. (s)	-Know (s) and identify (p) key features of the school ground. -Know that different animals live around the world. (s) -Know the weather is different in some places around the world. (s) -Know how to respect and care for the natural environment. (p)	-Know physical features are natural parts of landscape and human features are things people have built. (s) -Know (s) and locate (p) hot and cold places of the world in relation to the Equator and the North and South Pole.	-Know (s) and recognise (p) main weather symbols. -Know the seasonal patterns in the UK (s) -Know weather patterns in the UK and local area. (s)	-Know (s) and compare (p) key topographical features of a place. -Know key features of a river. (s) -Know key features of climate zones (s) -Know different types of settlements and land use (s)	-Know the key physical features and parts of a volcano. (s) -Know what is meant by biomes and what are the features of a specific biome. (s) -Know they key aspects of vegetation belts. (s)	-Know what causes an Earthquake. (s) -Know the water cycle and the potential impact. (s)	-Know the impact plastic waste has on the world. (s) -Know the key aspects of economic activity and trade links. (s) -Know why industrial areas are important. (s) -Know the distribution of natural resources. (s)

Fingertip Knowledge **Physical and Human Geography** **Human and physical processes** **Sustainability** **Interconnection**			-Know (s) and locate (p) key physical and human features of the 7 continents of the world.	-Know weather patterns in the local area. (s)	-Know how land use has changed over time within the local area. (s) -Know the link between climate and sustainable energy. (s) -Know the impact of flooding (s)			-Know how waste is managed and why sustainable choices matter. (s) -Know how global interdependence connects countries around the world. (s) -Know how technological advances influence jobs and industries. (s)

Disciplinary Knowledge (Geographical skills and fieldwork)

	Skills				**Mapping**				
	Enquiry and investigating	**Fieldwork**	**Interpret a range of sources of geographical information**	**Communicate geographical information**	**Direction/Location**	**Drawing maps**	**Representation**	**Using maps**	**Style of maps**
EYFS	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.	Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places, spotting similarities and differences.	Use simple marks represent what they see.	Follow simple directions. Use basic positional language (next, to, behind)	Draw and create their own maps using real objects, and/or pictures and symbols.	Look at signs and symbols on different types of maps for example in school, and the local community	Use a simple map with symbols to spot features in the school grounds or in the local community.	Explore real maps, globes, and maps of the classroom/school, local town, park, zoo, museum etc, story maps.
Year 1	Ask and answer simple questions and make simple predictions about their environment such as “What can	Observe and record physical and human features in the school grounds.	Interpret various geographical sources such as maps, children’s first atlases, globes, digital maps, aerial	Communicate what they have learned by drawing maps, sketching, labelling, describing locations using compass directions.	-Know a compass is used for direction. Use simple compass directions to describe the position of features on a map.	Create messy maps to record their observations, using plan perspective to represent	Draw symbols to represent features on a map.	Use simple maps, simple atlases and aerial photos to find features. Locate the UK and surrounding	Explore first atlases, globes, world map, digital maps, aerial photographs and plan perspectives.

	we find in our school grounds"? Describe some similarities and differences when studying places and features. Group places based on climatic characteristics (hot and cold)	Sketch features from their school ground and explore different features to discuss purposes. Engage in simple map making by creating journey strings.	photographs and plan perspectives. Interpret maps to find specific features such as rivers and parks.	Draw, speak or write about simple geographical features such as what they can see where.	Use a postcode to locate a place on a digital map. Use locational language when describing the location of features and routes on a map (near, far, left and right).	features from above.		oceans using atlases and globes. Use a world map to identify the seven continents and the five oceans.	
Year 2	Ask and answer questions about how people live in different places. Investigate weather patterns, local and global features and compare geographical information. Compare and contrast places using visual tools.	Use anemometer to measure wind speed. Use thermometer to measure temperature. Use wind vanes to measure wind direction. Use simple surveys to measure human activity.	Interpret atlases and globes to locate continents and oceans. Explore a variety of media, such as weather data. Study aerial photographs, perspectives to recognise human and physical features in contrasting locations. Interpret the data collected to identify patterns, trends, or answers to a geographical question. Present what they've observed combining visuals and oral explanation.	Communicate findings through reports, pictograms and weather maps. Engage in verbal communication, presenting the weather data they've collected and analysed.	Use simple compass directions to describe location of features and routes on maps. Use locational language when discussing weather patterns and how weather varies in relation to regions across the UK.	Create weather maps, using weather symbols to represent conditions in different parts of the UK.	Use standard symbols for human and physical features.	Locate continents and oceans using atlases and globes.	Use atlases to identify different continents, oceans and some countries. Explore different maps such as a weather map, aerial photographs, plan perspectives and globes.
Year 3	Investigate questions through research, fieldwork, and discussions.	Observe and record human and physical features in their local environment.	Explore maps, atlases, globes, and digital tools like Digimaps. to locate counties,	Express their opinion on environmental issues.	Use 8 points of a compass.	Draw contour maps and interpret relief using simple cross-sections.	Build 3D models representations. Read and use OS symbols and	Use digital tools to locate and identify features.	Explore climate maps. Examine Ordnance Survey maps to

	Ask geographical questions to investigate patterns and anomalies in climate linked to latitude. Research and gather geographical information about human activity (e.g., agriculture) linked to a climate zone.	Measure and record river features (flow, depth, width)	climate zones, and physical features such as National Parks. Use globe to identify, locate, and describe the position of lines of latitude. Work with Ordnance Survey maps to identify landmarks and geographical features using symbols and keys. Explore aerial photographs to compare human and physical features. Interpret topographical maps and use map skills to locate and compare features. Make geographical comparisons between locations using evidence from maps, photographs, and research.	Communicate geographical information through labelled maps and short explanations.	Confidently use 4 grid reference.		simple keys consistently.	Use globes and atlases locate counties, identify lines of latitude, and understand global climate patterns. Use digital mapping tools (Digimaps) with multiple data layers to locate and describe spatial patterns in global temperature and rainfall.	help students understand how to read grid references and interpret symbols.
Year 4	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places,	Plan, observe, measure and record their findings about their local biome. Plan a simple investigation, collect measurements and present findings.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps	Express their opinion on environmental issues. Communicate findings using written comparisons, maps and diagrams.	Confidently use 4 and 6 grid reference.	Draw regional sketch maps showing settlements, transport and land use.	Learn to use map symbols and keys. Use digital tools to create and label tectonic boundaries, employing symbols and layers to represent complex geographical data.	Use digital maps to add layers (tectonic boundaries) Use OS maps with 6 figure grid references and satellite images to compare features.	Use digital mapping tools to analyse and create different styles and layers to understand maps can show change over time.

	environments, and people. Conduct research and draw conclusions based on their findings.		and locate features using four-figure grid references. Interpret a diagram of globe showing how climate zones are created.						
Year 5	Develop views of issues, using evidence to support opinions. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Analyse and interpret geographical data using charts and graphs.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate findings using charts, maps and fact files, including visual representation of data.	Use scale and grid refs together to calculate distance and locate features.	Represent spatial information through map drawings.	Use proportional symbols, choropleth shading or graphs on maps.	Compare thematic maps (population, climate, trade)	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.
Year 6	Critically evaluate different responses to geographical issues and justify their own position.	Observe, measure and record data on plastic waste within the school. Conduct surveys, audits and develop action plans to test a hypothesis. Present findings through methods like sketches and pie charts and evaluate the effectiveness of their initiatives.	Use multiple sources (maps, graphs, texts and digital data) together to explain patterns and trends.	Use evidence to argue and justify conclusions in written, oral and digital formats.	Combine grid references, scale and compass to interpret global trade routes and migration patterns.	Create thematic maps to represent and compare multiple data sets (population, climate, trade, land use)	Select the most effective way to represent data on maps, evaluating clarity and accuracy.	Synethesise information from multiple map types (digital, thematic, projections) to explain patterns and trends.	Select the most appropriate style of map for given task and explain advantages and limitations.

Curriculum End of Year Points

Geography – Curriculum End Goals	
Curriculum End Points The KKPs 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.	
Year group	**By the end of the year, children should be able to ….**
Nursery	• Recall the knowledge specified within the KKPDs for Nursery • Talk about features of the natural world using simple vocabulary • Notice differences in places around them (e.g., garden vs playground) • Talk about where they live and what they like about it • Talk about ways they and others can care for the natural environment • Respond to simple geographical experiences (weather, seasons, local nature)
Reception	• Recall the knowledge specified within the KKPDs for Reception • Identify where they live (Gainsborough in England) • Notice simple differences between places within the UK and between hot and cold parts of the world • Recognise natural features in the school grounds and how to care for them • Use simple maps with symbols to find features in the classroom or school grounds • Explore creating simple maps using drawings, objects or symbols • Use story maps, globes and simple digital maps to explore places
Year 1	• Recall the knowledge specified within the KKPDs for Year 1 • Identify human and physical features in the local area and other UK locations • Compare features in their local area with those in towns and cities • Identify UK landmarks in photographs and aerial images • Investigate simple enquiries about the school grounds (e.g., traffic, land use)

	• Describe seasonal and daily weather patterns in the UK • Use maps, atlases, photos and basic compass directions to describe locations • Identify and locate the seven continents, five oceans, and the North Sea using maps, atlases and globes.
Year 2	• Recall the knowledge specified within the KKPDs for Year 2 • Compare a location in the UK with a contrasting non-European place • Identify human and physical features on aerial photographs and suggest reasons for their location • Explain advantages and disadvantages of living in different places • Use maps, globes and atlases to locate countries, continents and oceans • Carry out simple enquiries about the local area and discuss causes and consequences of issues • Measure and record simple weather patterns
Year 3	• Recall the knowledge specified within the KKPDs for Year 3 • Locate UK counties, cities, rivers, mountains and key topographical features • Compare landforms and settlement patterns in different UK regions • Describe climate zones and their impact on environments • Investigate how land use changes and suggest reasons for change • Use OS maps, digital maps and atlases to locate features accurately • Use 8 compass points and 4-figure grid references to describe locations
Year 4	• Recall the knowledge specified within the KKPDs for Year 4 • Locate countries and seas in Europe and describe their position in the world • Compare geographical features of the UK with a European region • Identify and describe world biomes and vegetation belts • Describe the distribution and main features of volcanoes • Ask and respond to more complex geographical questions using multiple sources

	• Use OS maps, satellite images, digital layers and 4–6 figure grid references
Year 5	• Recall the knowledge specified within the KKPDs for Year 5 • Locate countries and major cities in North America, Central America and the Caribbean • Compare physical and human geography of the UK with regions in the Americas • Apply longitude, latitude, hemispheres and time zones to locate and describe places • Explain parts of the water cycle and how it affects people and environments • Interpret geographical information using graphs, charts and thematic maps • Use scale, projections and layered digital maps confidently
Year 6	• Recall the knowledge specified within the KKPDs for Year 6 • Investigate global resource distribution, trade links and economic activity • Explain how countries are connected through trade, resources and technology • Analyse environmental issues (e.g., waste, sustainability, climate impact) using evidence • Use fieldwork to collect, measure and interpret environmental data • Interpret a wide range of map types (OS, thematic, digital layers, satellite, projections) to explain patterns • Create and evaluate thematic maps and justify conclusions using multiple sources
Progressive summary	**Nursery** In Nursery, children begin to develop a basic awareness of place. They learn that they live in a place with a name and that the world contains many different places. Their early geographical understanding starts with recognising land and water and noticing simple features such as beaches where land meets the sea. Children begin to understand that people live in different countries, which can be hot, cold, big or small, forming the roots of later thinking about climate and scale. They explore places using photographs, simple maps, globes and real visits, laying the foundation for early mapwork. They ask simple questions about where they live and what places are like, and they begin noticing differences between places using pictures and objects. Their early drawings, marks and simple models act as the first steps into representing places on maps. **Reception** Reception builds clearly on Nursery's early sense of place. Children extend their understanding of "where they live" by knowing that they live in Gainsborough in England, building on their Nursery knowledge that places have names. Their Nursery experience of seeing different places and countries now grows into identifying simple differences within the UK and between hot and cold parts of the world. The early recognition of land and natural features in Nursery develops into spotting and naming natural features in their school grounds, alongside learning that environments should be cared for. Their experience exploring simple maps in Nursery now develops into using maps with symbols to find features locally and creating their own maps using objects, drawings and signs. Using story maps, globes and digital maps builds on the exploratory map use first introduced in Nursery. The early talk about animals and weather in different places in Nursery develops into noticing how weather varies and how this links to where animals live.

Year 1

Year 1 builds strongly on the locational and mapping knowledge established in EYFS. Their Reception understanding of England grows into naming the four countries and capitals of the UK, recognising that Great Britain is an island and that the UK is part of Europe. The awareness of hot and cold countries from Nursery and Reception supports learning the seven continents, five oceans and climatic differences. Knowledge of their local place from Reception expands into learning their school address, postcode and locating Gainsborough on a map of the East of England. Work identifying nature in the school grounds in Reception progresses into describing local human and physical features. Their early work with maps and symbols in EYFS develops into using atlases, aerial photos, digital maps and journey strings. The simple directional language from Nursery grows into using basic compass directions confidently. Early map-making in Nursery and Reception progresses into drawing simple maps with symbols and writing about locations using appropriate geographical vocabulary.

Year 2

Year 2 builds on children's broadening world understanding from Year 1. Their knowledge of continents and oceans supports locating Jamaica, surrounding seas and nearby countries. Earlier work comparing hot and cold places now develops into comparing a place in England with a contrasting place in Jamaica using specific vocabulary. The curiosity about different places expressed in Nursery and Reception grows into asking geographical questions about how people live in different places and describing similarities and differences. Their use of atlases and globes builds on the Year 1 map work and the map exploration of EYFS. Noticing weather in Reception and describing seasonal patterns in Year 1 support measuring and recording weather using instruments and interpreting weather data through charts, reports and maps. Their earlier work identifying features from photos grows into interpreting aerial photos and plan views. Use of compass directions from Year 1 is strengthened by applying directional language to describing routes and weather patterns.

Year 3

Year 3 builds on the mapping and locational skills developed across EYFS and KS1. Children's Reception and Year 1 understanding of their town and country develops into locating counties, regions, major cities, rivers, mountains and National Parks across the UK. Their earlier experiences of hot and cold places and climate differences evolve into understanding and locating lines of latitude, including the UK's position in the temperate zone and the location of polar regions. The comparisons between Jamaica and England in Year 2 support more sophisticated comparisons between Lincolnshire and Derbyshire, focusing on landforms and river features. Their growing understanding of environments from EYFS and KS1 develops into investigating land use, settlements and how these change over time. The simple measurements taken in weather work in Year 2 now grow into fieldwork measuring river depth, flow and width. Their map skills deepen as they move from atlases and globes to OS maps, Digimaps and topographical sources. The directional language and compass work begun in Year 1 now extends to using 8 compass points and 4-figure grid references. Their early attempts at mapmaking in Nursery and the diagram work in Reception and Year 1 progress into interpreting contour lines, creating cross-sections and building 3D models to represent landscape. The comparisons first introduced in Year 2 now develop into forming evidence-based geographical views on environmental issues.

Year 4

Year 4 extends children's geographical knowledge across Europe, directly building on prior mapping and locational skills. Their Year 1 knowledge that the UK is part of Europe supports locating and describing European countries, seas and oceans, as well as Europe's position in the world. The contrasting locality study of Year 2 and UK regional comparisons of Year 3 help children make comparisons between the UK and a region of Italy, such as Campania. Early climate work from Nursery, Reception and Year 3 now supports understanding biomes and vegetation belts and how vegetation varies across the world. The early interest in natural features seen in EYFS and the physical geography encountered in Year 3 support learning about volcanoes, their parts and where they occur. The questioning skills nurtured in Nursery and developed in Year 2 comparisons grow into asking deeper geographical "how" and "why" questions. The map skills that began with simple symbols in EYFS and developed through Year 1–3 now allow children to use satellite images, OS maps, 4- and 6-figure grid references and layered digital maps. Their early observations of change in Nursery and comparisons in Year 2 and 3 support investigations into how places and environments change over time.

	Year 5 Year 5 builds on the expanding global understanding children developed in earlier years. Knowledge of continents and regions introduced in Year 1–4 supports locating North America, Central America and the Caribbean. Lines of latitude introduced in Year 3 now extend into longitude, hemispheres, the Prime Meridian and time zones. Comparisons made in Year 2 (England–Jamaica) and Year 3 (Derbyshire–Lincolnshire) develop into comparing regions of the UK with those in North and South America. Early weather and water work in EYFS and Year 2 supports understanding the full water cycle and how it affects people and landscapes. The volcano learning in Year 4 helps children understand earthquakes and their effects. Data interpretation skills developed through weather charts in Year 2 and river measurements in Year 3 now evolve into analysing more complex geographical data using charts, graphs, proportional symbols and thematic maps. The mapping accuracy built from EYFS through Year 3 and 4 leads into using scale, projections and layers effectively. Their ability to form simple opinions in Year 2 and evidence-based comparisons in Year 3 now develops into forming and justifying informed views on global geographical issues. **Year 6** Year 6 draws together geographical understanding developed throughout EYFS and KS1/2. Early ideas about places and environments from Nursery and Reception, and the comparisons made in Year 2, 3, 4 and 5 support investigating global resource distribution, trade, industry and economic activity. The understanding of world regions, countries and climatic zones built since Year 1 forms the basis for learning about global interdependence and how countries are connected through trade, technology and resource flows. The environmental awareness developed from Reception onwards, and issues explored in Year 3 and 5, support understanding the global impact of plastic waste and the importance of sustainable choices. Fieldwork skills developed in Year 2 (weather) and Year 3 (rivers) now extend into measuring and analysing environmental issues such as local waste data. The mapping skills steadily built from EYFS through to Year 5 support interpreting multiple map types — digital, thematic, satellite and projections — to explain global patterns. Creating thematic maps grows out of diagramming and modelling from earlier years. Using scale, grid references and compass directions links directly to skills from Years 1–5. Their ability to compare places and form evidence-based opinions throughout KS2 develops into critically evaluating geographical responses to global issues and presenting extended explanations supported by maps, charts and digital tools.