

Burradon Community Primary School

Geography Progression of Skills (2025-2026)

<p><u>Different Types of knowledge within Geography</u></p>	<p>Substantive Knowledge – the National Curriculum (what is to be taught). This is divided into different sections: Declarative knowledge - locational knowledge, place knowledge, and human and physical processes - i.e. they are the facts of geography that can be declared. Declarative knowledge enables pupils to ‘know like a geographer’. Procedural Knowledge - Geographical skills and fieldwork’, - this about ‘knowing how to do geography’ (e.g. knowing how to draw a map; knowing how to conduct a survey; knowing how to measure rainfall). Disciplinary knowledge - tells us how we know what we know. It gives an insight into the ways that geographers think - how they question, collect, analyse, interpret, evaluate, communicate and debate.</p>				
	<p align="center">Locational Knowledge (Declarative Knowledge)</p>	<p align="center">Place Knowledge (Places) (Declarative Knowledge)</p>	<p align="center">Human and Physical (Declarative Knowledge)</p>	<p align="center">Skills (Map/Atlas) (Procedural Knowledge)</p>	<p align="center">Enquiry/Fieldwork (First hand experiences) (Procedural Knowledge)</p>
<p align="center">Pre-school</p>	<ul style="list-style-type: none"> Name familiar places of interest in which they live in e.g. the park, school 		<ul style="list-style-type: none"> Begin to observe and discuss daily weather. 		
<p align="center">FS1</p>	<ul style="list-style-type: none"> Name the area which they live in e.g. Burradon Name the school 		<ul style="list-style-type: none"> Talk about different modes of transport Describe daily weather changes 		
<p align="center">FS2</p>	<ul style="list-style-type: none"> Name the area which they live in e.g. Newcastle, Whitley Bay etc Talk about different types of journeys. 	<ul style="list-style-type: none"> Children know about similarities and differences in relation to places (ELG) Children talk about features of their own immediate environment and how environments may vary from one another 	<ul style="list-style-type: none"> Know about similarities and differences in relation to places, objects, materials and living things Discuss what happens in each season and how it affects them. 	<ul style="list-style-type: none"> To represent a route from A to B Make simple maps To follow a route from a simple map 	<ul style="list-style-type: none"> Use photographs to identify places in the local area Ask simple questions Use simple observational skills to explore the school grounds. Use ICT to follow routes

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Year 1	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Locate the hot and cold areas of the world in relation to the Equator and the North and South Poles. Locating the United Kingdom as a country within Europe Locate the Equator, North Pole and South Pole Locate hot and cold places around the world 	<ul style="list-style-type: none"> Make observations about, and describe, the local area Make observations about different countries in different continents 	<ul style="list-style-type: none"> Identify daily and seasonal weather patterns in the United Kingdom Understand that countries have different flora and fauna Identify the key physical features of the 7 continents. Introduce human features such as population 	<ul style="list-style-type: none"> Use a world map to locate the United Kingdom Locate Newcastle upon Tyne on a map of the United Kingdom Locate Burradon on a map of the United Kingdom Locate where they live in the United Kingdom in relation to its four nations. Know how to plan and plot a geographical walk around the local area that includes its key physical and human features Draw a simple map of the local area with a key (could be a story map) Use simple maps to follow a journey Look down on objects and make a plan Use a junior atlas to locate places and begin to analyse different types of maps. Find land/sea on globe. Use large scale OS maps. 	<ul style="list-style-type: none"> Begin to make observations about where things are in the local area. Begin to ask and answer simple questions about their local environment. Use information books/pictures as a source of information Use basic observational skills e.g. within school or local area Draw simple features of their locality Create simple plans of a familiar environment Make simple comparisons between features of different places. Begin to use simple equipment to make observations.

				<ul style="list-style-type: none"> • Use Google Earth to locate places. • Use own symbols on a map. 	
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Year 2	<ul style="list-style-type: none"> • Name the seven continents and five oceans on a globe or in an atlas • Name and locate the main countries of the UK • Name and locate the main cities of England, Scotland, Wales and Northern Ireland 	<ul style="list-style-type: none"> • Identify the similarities and differences through studying a small area of the United Kingdom • Identify the hot and cold places around the world 	<ul style="list-style-type: none"> • Describe the human and physical features of a non-European country • Compare the human and physical features of a non-European country with their own locality using geographical vocabulary • Begin to understand that climate has an impact on the environment and everyday lives of people around the world • Begin to learn about natural disasters and their effect • Identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> • Name and locate the main cities of England, Scotland, Wales and Northern Ireland in an atlas • Locate the seven continents and five oceans on a globe or in an atlas • Locate on a globe and world map hot and cold places around the world including the Equator and the North and South Poles 	<ul style="list-style-type: none"> • Ask and answer their own questions about the places studied • Draw and label simple field sketches, maps or photographs • Collect and organise simple data • Begin to explain patterns e.g why there is more/less • Use aerial photographs and satellite images to gather information
	Locational Knowledge (Declarative Knowledge)	Place Knowledge (Places) (Declarative Knowledge)	Human and Physical (Declarative Knowledge)	Skills (Map/Atlas) (Procedural Knowledge)	Enquiry/Fieldwork (First hand experiences) (Procedural Knowledge)

Year 3	<ul style="list-style-type: none"> Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains. Name and locate major mountain ranges, settlements and rural regions of the world. 	<ul style="list-style-type: none"> Identify where countries are within the UK and the key topographical features (mountains, rivers, settlements). Know the names and locations of cities in the UK and the features of a city/town/village and how they differ. locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 	<ul style="list-style-type: none"> Identify and sequence a range of settlement sizes from a village to a city. Describe the features of a settlement with different functions e.g. coastal towns. Identify physical and human features of the locality and a country in Europe. Use appropriate vocabulary to describe the main land uses within urban areas. 	<ul style="list-style-type: none"> Analyse evidence, draw conclusions and make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features. Use four figure grid references, use the 8 points of a compass and make plans and maps using symbols and keys. 	<ul style="list-style-type: none"> Ask and respond to geographical questions using evidence to support answers. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information. Use fieldwork instruments including sketch maps, plans and digital camera.
	<p style="text-align: center;">Locational Knowledge (Declarative Knowledge)</p>	<p style="text-align: center;">Place Knowledge (Places) (Declarative Knowledge)</p>	<p style="text-align: center;">Human and Physical (Declarative Knowledge)</p>	<p style="text-align: center;">Skills (Map/Atlas) (Procedural Knowledge)</p>	<p style="text-align: center;">Enquiry/Fieldwork (First hand experiences) (Procedural Knowledge)</p>
Year 4	<ul style="list-style-type: none"> Demonstrate knowledge of features about familiar places and beyond the UK. Recognise that people have differing qualities of life living in different locations and environments. Know about and can identify where countries are within Europe. 	<ul style="list-style-type: none"> Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers). 	<ul style="list-style-type: none"> Understand the effect of climate on land use and settlements in different areas of the world. Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions, planes, semi-desert etc). Describe and understand the causes, processes and effects of earthquakes and 	<ul style="list-style-type: none"> Measure straight line distances using the appropriate scale. Explore features on maps using 4 figure grid references. Draw accurate maps with more complex keys. Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) 	<ul style="list-style-type: none"> Ask and respond to geographical questions using evidence to support answers. Plan the steps and strategies for an enquiry.

	<ul style="list-style-type: none"> Know how the locality is set within a wider geographical context. 		<p>volcanoes, the different types of earthquakes and their physical effects on the environment, including a focus study on earthquake/volcano.</p> <ul style="list-style-type: none"> Describe the water cycle using a diagram. Describe and explain river formation and key features of river systems. 	<p>to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates.</p> <ul style="list-style-type: none"> Use aerial images and age-appropriate graphs to acquire and discuss geographical information. Know a line graph can represent variables over time. 	
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Year5	<ul style="list-style-type: none"> Locate and describe human and physical features of the UK (e.g. rivers, mountain ranges, National Parks), using locational/ directional language, 8 points of a compass, six figure grid references, maps, symbols and keys. Name, locate and describe some of the world's major physical features (e.g. rivers, volcanoes, earthquakes, climate zones) 	<p>(For Year 4/5 see above for topic related skills)</p> <p>(For Year 5/6 see below for topic related skills)</p>	<p>(For Year 4/5 see above for topic related skills)</p> <p>(For Year 5/6 see below for topic related skills)</p>	<ul style="list-style-type: none"> Use the eight points of a compass, four to six-figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world. Create maps of locations, identifying patterns such as land use, climate zones, population densities and height of land. Know that contours on a map show height and slope. Know a line graph can represent variables over time. 	<ul style="list-style-type: none"> Use a few geographical resources to give descriptions and opinions of the characteristic features of a location. Use different types of fieldwork to observe, measure and record the human and physical features in the local area. Record the results in different ways. Talk about the effectiveness of different geographical representations of a location.

					<ul style="list-style-type: none"> Use the eight points of a compass, four to six-figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world.
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Year 6	<ul style="list-style-type: none"> Name & locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers), using the eight points of a compass, four figure grid references, maps, symbols and keys. Locate more countries in Europe and North and South America using maps. Locating key physical features in countries studied on a map. Locate key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. 	<ul style="list-style-type: none"> Describe and explain similarities and differences between two environmental regions studied. Explain how and why humans have responded in different ways to their local environments in two contrasting regions. Understand how climates impact on trade, land use and settlement. Use maps to explore wider global trading routes. 	<ul style="list-style-type: none"> Learn about land use, economic activity, and how human activities affect resources. Understand how physical features (climate, water) and human activities (land use, resource extraction) are interconnected. Begin to understand threats to resources and protection (e.g. Biomes). Understand some of the impacts and causes of climate change. Give examples of alternative viewpoints and solutions regarding an environmental issue and explain its links to climate change. Describe and understand economic activity including trade links. Understand the distribution of natural resources both globally 	<ul style="list-style-type: none"> Make sketch maps of areas studied including labels and keys where necessary. Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, six-figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world. Know that contours on a map show height and slope. Know that a pie chart can represent a fraction or percentage of a whole set of data. Know a line graph can represent variables over time. 	<ul style="list-style-type: none"> Develop their own enquiry questions. Choose the best approach to answering an enquiry question. Make an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Select appropriate methods for data collection. Design interviews/questionnaires to collect qualitative data. Begin to use standard field sampling techniques appropriately. Decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.

	<ul style="list-style-type: none"> Using longitude and latitude when referencing location in an atlas or on a globe. 		<ul style="list-style-type: none"> and within a specific region or country studied. Recognise geographical issues affecting people in different places and environments. Describe and explain how humans can impact the environment both positively and negatively, using examples. 	<ul style="list-style-type: none"> Know that a range of data collection methods look like. Know how to use a range of data collection methods. 	<ul style="list-style-type: none"> Draw conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluate evidence collected and suggest ways to improve this. Analyse quantitative data in pie charts, line graphs and graphs with two variables.
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Disciplinary Knowledge – ‘knowing how we know’

	Pre-School	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking and Answering Questions	Ask questions about aspects of their familiar world.			Ask and respond to geographical questions.		Ask and respond to geographical questions using evidence to support answers.		Ask and investigate geographical questions, suggesting enquiries to test them.	
Collecting and Interpreting	Draw things they see around them.			<p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.</p> <p>Understand that geographers learn about the world by observing and collecting data and information.</p>		<p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.</p> <p>Understand that geographers learn about the world by observing and collecting data and information.</p> <p>Begin to understand that some knowledge about the world can be revised as we collect new data and information.</p>		<p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.</p> <p>Understand that geographers learn about the world by observing and collecting data and information.</p> <p>Understand that knowledge about the world can be revised as we collect new data and information.</p>	

<p>Analysing and Communicating</p>	<p>Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.</p>	<p>Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.</p>	<p>Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.</p>	<p>Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.</p>
<p>Evaluating and Debating</p>	<p>Describe their immediate environment and express their views about it, with support.</p>	<p>Express their own views about the people, places and environments studied.</p>	<p>Express their own views about the people, places and environments studied, giving reasons.</p> <p>Compare their views with others.</p> <p>Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.</p>	<p>Express their own views about the people, places and environments studied, giving reasons.</p> <p>Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p> <p>Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</p>