Rudyard Primary School

Geography Curriculum Sequencing

Progression, previous learning, new knowledge, assessment checkpoints and inclusion from Year 1 to Year 6

Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork	School curriculum sequencing document

KS1 (Years 1-2)

Year	Previous learning	New learning	Locational knowledge	Place knowledge	Human & physical geography	Geographical skills & fieldwork	Key vocabulary	Assessment checkpoints	Inclusion & SEND Considerations	Common misconceptions
1	Children have explored familiar places in EYFS, including home, school and the immediate environment. They have used everyday language to talk about places, weather and journeys.	Children begin to locate the UK, recognise simple local features and distinguish basic human and physical features through observation, maps and fieldwork.	Identify the UK on a map. Recognise simple features of the local area.	Explore the school grounds and surrounding area.	Identify basic human and physical features, including road, house, hill and park. Observe weather patterns.	Use simple maps, aerial photographs and directional language such as near/far and left/right. Conduct simple local fieldwork.	UK, map, local, human, physical, road, house, hill, park, weather, near, far, left, right	Locate the UK on a simple map; identify human and physical features in the local area; use directional language during a simple fieldwork task.	Use real photographs, local walks, objects and map symbols. Targeted: paired talk, adult modelling and simplified direction cards. Measurable: children can identify at least three local features and follow a simple route.	Thinking maps are pictures only; confusing human and physical features; assuming all places look the same.
2	Children can recognise local features, use simple maps/aerial photographs and describe basic weather and directional language from Year 1 fieldwork.	Children broaden their geographical understanding by naming continents, oceans, UK countries and capital cities, and comparing the UK with a contrasting non-European country.	Name the seven continents and five oceans. Identify the four UK countries and capital cities.	Compare the UK with a contrasting non-European country, such as Kenya.	Identify seasonal weather patterns and environments in different parts of the world.	Use atlases and globes. Begin simple map interpretation and comparisons.	continent, ocean, country, capital city, Kenya, compare, season, environment, atlas, globe	Name continents/oceans and UK countries/capital cities; compare one feature of the UK with Kenya; use an atlas or globe to find a place.	Use songs, labelled maps, globes, picture prompts and comparison frames. Targeted: reduced map choices and vocabulary mats. Measurable: children can name key locations and give one similarity/difference.	Thinking countries, continents and oceans are the same; assuming all of Africa is one country; confusing weather and climate.

KS2 (Years 3-6)

Year	Previous learning	New learning	Locational knowledge	Place knowledge	Human & physical geography	Geographical skills & fieldwork	Key vocabulary	Assessment checkpoints	Inclusion & SEND Considerations	Common misconceptions
3	Children can name continents and oceans, identify UK countries/capital cities and compare the UK with a contrasting non-European country. They have begun to use atlases and globes.	Children deepen locational knowledge by studying rivers, the water cycle, settlements and land use, and begin to use compass points and local fieldwork investigations.	Locate major rivers in the UK and the wider world.	Compare geographical features of different regions.	Understand rivers and the water cycle. Explore settlements and land use.	Use maps and atlases. Begin using compass points. Conduct local fieldwork investigations.	river, source, mouth, water cycle, evaporation, condensation, settlement, land use, compass, north, south, east, west	Locate rivers on maps; explain simple stages of the water cycle; describe settlement/land-use features; use compass points in a map task.	Use labelled diagrams, practical water-cycle models, map overlays and fieldwork photos. Targeted: compass prompts and sentence stems. Measurable: children can describe a river feature and use four compass points.	Thinking rivers only flow in one straight line; confusing sea, river and lake; believing settlements are only large cities.
4	Children know about UK and world rivers, the water cycle, settlements and land use. They have used maps, atlases and basic compass points in local fieldwork.	Children extend locational knowledge to Europe, compare a UK region with a European region and study climate zones, mountains, volcanoes and environmental regions using grid references and digital maps.	Locate countries and regions of Europe.	Compare a region of the UK with a region in Europe.	Study climate zones, mountains, volcanoes and environmental regions.	Use four-figure grid references, atlases and digital mapping tools.	Europe, region, climate zone, mountain, volcano, environmental region, grid reference, digital map, compare	Locate European countries/regions; compare a UK and European region; explain one climate, mountain or volcano feature; use a four-figure grid reference.	Use colour-coded maps, digital mapping, comparison grids and modelled grid references. Targeted: simplified map extracts and guided partner work. Measurable: children can locate a region and use a four-figure grid reference.	Thinking Europe is one country; confusing weather with climate; believing all mountains or volcanoes are the same.
5	Children have located European countries/regions, compared UK and European regions, studied climate zones and mountains, and used atlases, digital maps and four-figure grid references.	Children broaden global knowledge through North and South America, the Equator and hemispheres, then study the Amazon region, biomes, vegetation belts, natural resources and trade.	Locate countries and major cities in North and South America. Identify the Equator and hemispheres.	Study a region of South America, such as the Amazon Rainforest.	Explore biomes, vegetation belts, natural resources and trade.	Interpret maps, satellite images and geographical data. Create maps showing patterns such as climate or population.	North America, South America, Equator, hemisphere, Amazon, rainforest, biome, vegetation belt, natural resource, trade, data, satellite image	Locate key places in the Americas; explain Equator/hemispheres; describe features of the Amazon; interpret data or satellite images to explain a geographical pattern.	Use layered maps, satellite images, data cards and visual vocabulary. Targeted: pre-labelled maps and structured comparison frames. Measurable: children can locate the Amazon and explain one link between biome/resources/trade.	Thinking the Amazon is only a river or only a rainforest; assuming all rainforests are identical; confusing country, continent and region.
6	Children have located the Americas, used Equator/hemisphere knowledge, studied biomes,	Children study global tectonic patterns and coastal areas, including the Brighton coastline,	Locate key global regions including tectonic plate boundaries and coastal areas of the UK.	Study coastal environments including the local coastline near Brighton.	Understand earthquakes and coastal erosion. Examine how physical processes shape landscapes.	Use atlases and maps to locate countries and cities in WWII. Use four- and six-figure grid references.	tectonic plate, boundary, earthquake, coastline, erosion, deposition, cliff, beach, six-figure	Locate tectonic boundaries/coastal areas; explain how earthquakes or erosion shape landscapes; use	Use models, diagrams, maps, fieldwork photos and structured recording sheets. Targeted:	Thinking earthquakes happen randomly; assuming erosion is always immediate;

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	vegetation belts, natural resources and trade, interpreted maps, satellite images and geographical data, and studied mountains and environmental regions.	explaining earthquakes and coastal erosion through map skills and fieldwork observations.				Conduct coastal fieldwork observations.	grid reference, fieldwork	four- and six-figure grid references; record coastal fieldwork observations.	vocabulary rehearsal and step-by-step grid reference support. Measurable: children can explain one physical process and use a six-figure grid reference.	confusing erosion, transportation and deposition.