

Geography Progression of Knowledge and Skills

		Development Matters - Understanding the World			Example activities/experiences	
Nursery		<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 			<ul style="list-style-type: none"> Talk about holidays/visits to different countries/places Write descriptions of different geographical places ('The Journey' story) Draw and label maps - local area and fictional maps from stories (We're Going on a Bear Hunt/Snail Trail) – use directional language Create 3D maps – local area and fictional from stories Explore features in the playground environment Talk about our local area – which places do they go to, which places do they like Local area walks – identify and talk about places and what they are used for, talk about features Visit to explore woodland area Look at simple/pictorial maps of the local area and other places and describe features Non-fiction books/videos to find out about life in different countries 	
Reception		<ul style="list-style-type: none"> Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise some environments that are different from the one in which they live 				
ELG		<p>People Culture and Communities</p> <ul style="list-style-type: none"> 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 <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations 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 Understand some important processes and changes in the natural world around them, including the seasons 				
		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork	Vocabulary
Year 1	Autumn <i>What is it like here?</i>	<p>Knowledge</p> <ul style="list-style-type: none"> Know the name of the country and city we live in <p>Skills</p> <ul style="list-style-type: none"> Locate England on a map 		<p>Knowledge</p> <ul style="list-style-type: none"> Name some features in locality <p>Skills</p> <ul style="list-style-type: none"> Recognise some physical and human features in locality 	<p>Knowledge</p> <ul style="list-style-type: none"> Know a map is a picture of a place from above and it can be used to find out about a place <p>Skills</p> <ul style="list-style-type: none"> Identify 3 features of local area on an aerial photograph Use directional language to describe direction/ location Use objects/draw 3 or 4 features to create a map Begin to use simple shapes or symbols on a map Use a simple map to identify features Identify four features in the school grounds Use a simple recording technique to express feelings about a place and explain reasons Use fieldwork/survey results to suggest improvements 	aerial view, land, location, village, city, aerial photograph, sea, country, town, map, globe, place, directional language, symbol, features, atlas, distance, country, key, locate, north, survey, improve, questionnaire
	Spring <i>What is the weather like in the UK?</i>	<p>Knowledge</p> <ul style="list-style-type: none"> Name the UK's 4 countries <p>Skills</p> <ul style="list-style-type: none"> Locate the UK and Europe on a world map Locate the four countries of the UK on a map Locate the capital city of the country we live in Begin to locate the capital cities of each UK country 		<p>Knowledge</p> <ul style="list-style-type: none"> Know the weather is not the same everywhere in the UK <p>Skills</p> <ul style="list-style-type: none"> Identify daily weather patterns in the UK Use compass directions to describe the weather in different locations Describe the weather in each season 	<p>Knowledge</p> <ul style="list-style-type: none"> Know the four compass directions <p>Skills</p> <ul style="list-style-type: none"> Use a simple atlas with simple map of UK to identify its four countries Use the school grounds to investigate the season in locality Describe the location of features using simple compass directions 	atlas, capital city, climate, compass, continent, country, direction, land, locate, location, map, rain gauge, season, temperature, thermometer, weather, weather vane
	Summer <i>What is it like to live in Shanghai?</i>	<p>Knowledge</p> <ul style="list-style-type: none"> Know the name of the continent we live in Know the name of two continents (Europe/ Asia) 	<p>Knowledge</p> <ul style="list-style-type: none"> Name some differences/similarities between two places <p>Skills</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Name and give examples of physical/ human features Know what human and physical features mean 	<p>Skills</p> <ul style="list-style-type: none"> Identify physical/human features in local area Record observations of physical and human features by sketching Use an aerial photograph to draw a simple sketch map 	continent, country, different, directional language e.g. near, far, next to,

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		<ul style="list-style-type: none"> Know that a continent is a group of countries Skills <ul style="list-style-type: none"> Locate Europe and Asia on a world map 	<ul style="list-style-type: none"> Identify physical and human features of a non-European country (China) Compare the physical and human features of 2 places 	Skills <ul style="list-style-type: none"> Sort photographs into physical and human features 	<ul style="list-style-type: none"> Use symbols to represent human and physical features on a map Use an atlas to locate Europe and Asia on a world map Use an atlas to locate China on a world map 	behind, etc., key, human feature, map, physical feature, similar, symbol
Year 2	Autumn <i>Would you prefer to live in a hot or cold place?</i>	Knowledge <ul style="list-style-type: none"> Know that a continent is a large area of land Know there are 7 continents Skills <ul style="list-style-type: none"> Name and locate the seven continents 	Knowledge <ul style="list-style-type: none"> Know some similarities and differences between local area and a contrasting non-European country Skills <ul style="list-style-type: none"> Describe some key similarities and differences between the UK and Kenya 	Knowledge <ul style="list-style-type: none"> Know the Equator is an imaginary line around the middle of the Earth Know that 'weather' means short-term conditions and 'climate' means long-term conditions Recognise 3 features of a hot place & 3 of a cold place Know why some countries are hotter or colder Skills <ul style="list-style-type: none"> Identify some physical features of the poles Describe some human and physical features of a region close to the Equator 	Knowledge <ul style="list-style-type: none"> Know that a globe is a spherical model of the Earth Skills <ul style="list-style-type: none"> Use an atlas, world map and globe to find the seven continents Use a world map to locate the North and South Poles Measure and record local weather conditions Locate one hot and one cold country on a world map Use an atlas/world map to identify two countries located on the Equator 	continent, map, land, ocean, country, locate, sea, globe, desert, climate, pack ice, arid, compass, weather, ice sheet, savannah, tropical grasslands, polar, weather, rural rainforest, urban vegetation, human feature, physical feature, Equator, rain gauge
	Spring <i>Why is our world wonderful?</i>	Knowledge <ul style="list-style-type: none"> Understand the difference between oceans and seas Name the world's five oceans and 7 continents Skills <ul style="list-style-type: none"> Locate the four capital cities on a map of the UK Identify the characteristics of the four countries and capital cities of the UK Locate the seven continents and five oceans on a world map 		Knowledge <ul style="list-style-type: none"> Name physical and human features Skills <ul style="list-style-type: none"> Identify and sort human and physical features 	Skills <ul style="list-style-type: none"> Identify human/physical features on an aerial photograph use locational language and compass points (N, S, E, W) to describe the location of features on a map Locate some human/physical features using Google Earth Use an aerial photograph to draw a simple sketch map Use symbols to represent human and physical features Use a key to identify features Begin to draw objects to scale Make observations of physical features to investigate local area Sketch findings on a map Collect data through a small survey of local area/school & present data in simple tally charts 	aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north, physical feature, ocean, OS map, river, sample, sea, scale, symbol, tally chart, vegetation
	Summer <i>What is it like to live by the coast?</i>	Knowledge <ul style="list-style-type: none"> Name the seas and oceans surrounding the UK Skills <ul style="list-style-type: none"> Label the seas and oceans on a map of the UK Locate the surrounding seas of the UK on a map of this area 		Knowledge <ul style="list-style-type: none"> Know the coast is a piece of land along the sea or ocean Name human/physical features on the coast Skills <ul style="list-style-type: none"> Describe the key physical features of a coast line 	Skills <ul style="list-style-type: none"> Describe the location of different seas and oceans using compass directions Record data in a tally chart Create a pictogram to represent data 	arch, bay, island, coastline, coast, cliff, harbour, sea, town, human, pier, feature, locate, mudflat, ocean, physical feature, , sand dunes, stack, tourist, village

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End of KS1 National Curriculum	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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, e.g. coast, sea, ocean, river, season & weather key human features (e.g. city, town, village, house, harbour) 	<ul style="list-style-type: none"> 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 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 	
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		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork	Vocabulary
Year 3	Autumn Why do people live near volcanoes?	Knowledge <ul style="list-style-type: none"> Name a mountain range and state which continent it is in Know that mountains, volcanoes and earthquakes largely occur at plate boundaries Skills <ul style="list-style-type: none"> Locate the world's most significant mountain ranges on a world map Locate where the world's volcanoes are on a map/ identify the 'Ring of Fire' 	Knowledge <ul style="list-style-type: none"> Know the negative and positive effects of living near a volcano Know the negative effects an earthquake can have on a community Know ways in which communities respond to earthquakes 	Knowledge <ul style="list-style-type: none"> Know the different types of mountains and volcanoes and how they are formed Know that an earthquake is the intense shaking of ground Know what a tectonic plate is Skills <ul style="list-style-type: none"> Describe how physical features (mountains) are formed, and why volcanoes and earthquakes occur Describe where volcanoes, earthquakes and mountains are located globally Describe and explain how physical features (volcanoes and earthquakes) have had an impact upon landscape and communities 	Skills <ul style="list-style-type: none"> Observe different rocks and record them digitally Use symbols on a map 	inner core, outer core, mantle, crust, magma, tectonic plate, plate boundary, fold mountain, fault-block mountain, volcanic mountain, atlas, composite volcano, shield volcano, magma chamber, vent, pyroclastic flow, active volcano, dormant volcano, extinct volcano, negative effects, positive effects, fertile soil, climate change, volcanic springs, geothermal energy, index, earthquake, tsunami
	Spring Who lives in Antarctica?	Knowledge <ul style="list-style-type: none"> Explain the importance of lines of latitude & longitude Explain how Northern & Southern hemispheres shape our seasons Skills <ul style="list-style-type: none"> Find lines of latitude and longitude on a globe Identify position of Tropics of Cancer and Capricorn and their significance Identify the position of Northern and Southern hemispheres Identify the position & significance of both the Arctic & Antarctic Circle 	Knowledge <ul style="list-style-type: none"> Explain how people adapt to life in a polar climate Discuss similarities and differences between Antarctica and the UK 	Knowledge <ul style="list-style-type: none"> Begin to explain why we have different seasons in each hemisphere Describe the global climate zones Describe physical and human features of Antarctica Identify human and physical features on a map Skills <ul style="list-style-type: none"> Locate Northern and Southern Hemispheres in an atlas 	Skills <ul style="list-style-type: none"> Use an atlas and globe to locate Antarctica Use four-figure grid references to plot a route Plan a simple route on a map using compass points Give instructions using the points of a compass Zoom in and out of a digital map Begin to follow instructions using the eight points of a compass 	lines of latitude, lines of longitude, hemisphere, climate, climate zone, compass points, direction, treaty, ice shelf, ice sheet, drifting ice, iceberg

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	Summer Are all settlements the same?	<p>Knowledge</p> <ul style="list-style-type: none"> Know some cities in the UK <p>Skills</p> <ul style="list-style-type: none"> Locate some cities in the UK Locate some of the geographical regions of the UK 	<p>Skills</p> <p>Identify similarities and differences in land use</p>	<p>Knowledge</p> <ul style="list-style-type: none"> List the different types of settlements Suggest reasons for the location of the features Identify how land use in my local area has changed Recognise human and physical features in places 	<p>Knowledge</p> <ul style="list-style-type: none"> Recognise features on an OS map <p>Skills</p> <ul style="list-style-type: none"> Identify settlements on aerial photographs and OS maps Create a simple key to show land use on map Use compass directions to describe the location of features on a map Follow a route on a map Take photos of human and physical features identified on a map 	<p>agricultural land, capital city, commercial land, country border, county, dispersed, facilities, land use, linear, local, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation</p>
Year 4	Autumn Why are rainforests important to us?	<p>Knowledge</p> <ul style="list-style-type: none"> Know where South America are on a world map <p>Skills</p> <ul style="list-style-type: none"> Identify which continents have tropical rainforests Locate some significant environmental regions on a map 	<p>Skills</p> <ul style="list-style-type: none"> Identify some similarities and differences in two regions studied 	<p>Knowledge</p> <ul style="list-style-type: none"> Describe a biome and give some examples Name the four layers of a tropical rainforest and describe their characteristics List why tropical rainforests are important Know threats to the rainforest (local and globally) Know vegetation belts are areas of world which are home to similar plant species 	<p>Knowledge</p> <ul style="list-style-type: none"> Use an atlas to find the location of the Amazon rainforest Use photographs and maps to list some features of the Amazon rainforest Collect data through sketching, questioning and recording information on a tally chart 	<p>biome, Equator, Tropic of Capricorn, Tropic of Cancer, lines of latitude, buttress roots, lianas, vegetation, vegetation belts, forest floor, understory layer, canopy layer, emergent layer, deforestation, indigenous peoples, greenhouse gas, global warming, logging, mining, drought</p>
	Spring Where does our food come from?	<p>Knowledge</p> <ul style="list-style-type: none"> Know some world countries <p>Skills</p> <ul style="list-style-type: none"> Label countries on a world map using an atlas 		<p>Knowledge</p> <ul style="list-style-type: none"> State why certain foods grow in different biomes Know what trading responsibly means Know the UK grows food locally and imports food Describe how small changes can help fight climate change Understand some of the causes of climate change <p>Skills</p> <ul style="list-style-type: none"> Describe how humans can positively/negatively impact the environment 	<p>Skills</p> <ul style="list-style-type: none"> Use atlases and maps to locate countries Use the scale bar on a map Collect data and analyse information from an interview 	<p>air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend</p>
	Summer What are rivers and how are they formed?	<p>Knowledge</p> <ul style="list-style-type: none"> Name some of the world's longest rivers Name which continents the longest rivers are in <p>Skills</p> <ul style="list-style-type: none"> Locate rivers on a world map 		<p>Knowledge</p> <ul style="list-style-type: none"> Name the features of a river Describe the three courses of a river Describe how the water cycle works Explain ways rivers are used and their importance <p>Skills</p> <ul style="list-style-type: none"> Identify/locate human and physical features on a map 	<p>Skills</p> <ul style="list-style-type: none"> Use a world map to locate rivers Create a key on a map Use the contents or index in an atlas to locate rivers Use grid references to describe the location of features Observe and collect data using a range of methods (photographs, annotated sketches, checklist and a Likert scale) 	<p>condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, waterfall percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle,</p>

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Year 5	Autumn What is life like in the Alps?	<p>Knowledge</p> <ul style="list-style-type: none"> Know the name of the highest mountain range in Europe <p>Skills</p> <ul style="list-style-type: none"> Locate the Alps on a world map and a map of Europe Locate the eight countries that the Alps are in identify a region's climate zone, biome and vegetation 	<p>Knowledge</p> <ul style="list-style-type: none"> Describe/compare land use in different regions Know some similarities and differences between the UK and a European mountain region <p>Skills</p> <ul style="list-style-type: none"> Compare the physical and human geography of the local area with an Alpine area 	<p>Knowledge</p> <p>Skills</p> <ul style="list-style-type: none"> Locate some of the key physical and human features of the Alps 	<p>Skills</p> <ul style="list-style-type: none"> Use maps to locate the Alps and the eight countries they are in Use an atlas to locate and describe features Research the human and physical geography of an Alpine region Use an OS map to recognise key physical and human features Draw symbols to map recreational land use in the local area 	<p>mountain range, leisure, fold mountain, longitude, latitude, hemisphere, climate, land height, sea level, OS map, human feature, physical feature, glacier, mountain climate, temperate, temperate forest, vegetation, population, tourism, recreational land use</p>
	Spring Why do oceans matter?	<p>Knowledge</p> <ul style="list-style-type: none"> Increase number of the world's countries known <p>Skills</p> <ul style="list-style-type: none"> Locate countries on a world map Identify significant environmental regions on a map 		<p>Knowledge</p> <ul style="list-style-type: none"> Explain why the oceans are important to our planet Explain the impact humans have on coral reefs and oceans and consequences <p>Skills</p> <ul style="list-style-type: none"> Locate key human features in countries studied 	<p>Skills</p> <ul style="list-style-type: none"> Use atlases, maps, globes and digital mapping to locate countries studied Map an example of how the ocean is used for trading Interpret maps about coral reefs and oceans Collect data (tally charts and photographs) and use a sketch map Confidently use and understand maps at more than one scale 	<p>atmosphere, buffer, water cycle, biodegradable, coral bleaching, coral reef, decompose, digital map, disposable, policy, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, renewable energy, single use plastic, species</p>
	Summer Would you like to live in the desert?	<p>Knowledge</p> <ul style="list-style-type: none"> Name key physical and human features and environmental regions in North America Recognise that different locations may be in different time zones <p>Skills</p> <ul style="list-style-type: none"> Identify the latitude of hot desert biomes Identify and locate the largest desert in each continent Locate North America on a world map Identify the location of the Prime/Greenwich Meridian and time zones 	<p>Knowledge</p> <ul style="list-style-type: none"> Give examples of how humans use a desert environment Identify the differences between two biomes Compare land use in two different locations 	<p>Knowledge</p> <ul style="list-style-type: none"> Describe characteristics of a desert biome (location, weather and climate, landscape, vegetation) Name and begin to explain how some of the physical features in a desert formed Describe how human activity may negatively impact a desert environment <p>Skills</p> <ul style="list-style-type: none"> Locate and identify features in a desert environment 	<p>Skills</p> <ul style="list-style-type: none"> Use data to compare the temperatures in two different deserts Identify significant environmental regions on a map 	<p>agriculture, airstrip, arid, barren, biome, climate, desert, mining, desertification, mesa, drought, flash flood, mushroom rock, arch, national park, natural nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather</p>
Year 6	Autumn Why does population change?	<p>Knowledge</p> <ul style="list-style-type: none"> Develop knowledge of the world's countries and major cities Identify the twelve geographical regions of the UK and the most and least populated regions Know that London and the South East regions have the largest population in the UK <p>Skills</p> <ul style="list-style-type: none"> Locate countries, cities, UK regions, counties on maps 	<p>Knowledge</p> <ul style="list-style-type: none"> Discuss how climates have an impact on settlement 	<p>Knowledge</p> <ul style="list-style-type: none"> Describe how/why the global population has changed Begin to explain reasons for choosing to live in a particular environment Identify factors that influence migration (positive/negative) Understand the impact climate change can have on the global population 	<p>Skills</p> <ul style="list-style-type: none"> Use an atlas to identify which countries have the highest population density and which countries are sparsely populated use a range of data collection methods to collect both quantitative and qualitative data 	<p>population, densely/sparsely populated, population, region, density/distribution, natural increase, migration, push/pull factors, voluntary, involuntary, climate, climate change, fossil fuels, greenhouse gases, deforestation, air/noise pollution, qualitative, quantitative</p>

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	<p>Spring</p> <p style="color: #00796b;">Where does our energy come from?</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Explain the significance of the Prime Meridian and time zones Develop knowledge of world cities Know the location of key physical features in countries studied Know the name of many countries and major cities in Europe and North America <p>Skills</p> <ul style="list-style-type: none"> Locate world cities on globe Locate more countries in North America using maps Locating major cities of the countries studied Locate many cities in the UK 	<p>Knowledge</p> <ul style="list-style-type: none"> Describe similarities and differences between two areas (region in UK and North America) 	<p>Knowledge</p> <ul style="list-style-type: none"> Describe why some countries import or export energy Identify relationship between energy sources development and population growth State the difference between renewable and non-renewable energy sources Discuss how land use has changed over time Justify the location of an energy source 	<p>Skills</p> <ul style="list-style-type: none"> Map significant energy trading routes Use a digital map to identify land use Use six-figure grid references on an OS map to locate human and physical features Use interview questions to collect qualitative data 	<p>biofuel, coal, dam, consumption, contour line, crude oil, energy source, emissions, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, windpower, six-figure grid reference</p>
	<p>Summer</p> <p style="color: #00796b;">Can I carry out an independent fieldwork enquiry?</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Name many counties of the United Kingdom 	<p>Knowledge</p> <ul style="list-style-type: none"> Name many counties of the United Kingdom <p>Skills</p> <ul style="list-style-type: none"> Study human geography in local area and compare with knowledge of another region/county of UK 	<p>Knowledge</p> <ul style="list-style-type: none"> Describe and understand human geography in local area 	<p>Skills</p> <ul style="list-style-type: none"> Explore changes and issues occurring in local area Record data using a range of methods 	<p>analyse, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, risk process, region, route, recommendation, subjective, viewpoint</p>
<p>End of KS2 National Curriculum</p>		<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	