Geography Progression of Knowledge and Skills

Progression of Knowledge

	EYFS	Year 1/2	Year 3/4	Year 5/6
Locational Knowledge	• To know some vocabulary to describe different bodies of water (sea/ocean, lake, pond, river). • To know that water is represented using blue on a map or globe. • To know the name of the school and where they live. • To know some vocabulary to describe the characteristics of different places (hill, field, building, road, house).	• To be able to name the seven continents of the world. • To be able to name the five oceans of the world. • To know that a sea is a body of water that is smaller than an ocean. • To know that there are four bodies of water surrounding the UK and to be • able to name them. • To name some characteristics of the four capital cities of the UK. • To know the four capital cities of the UK	• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • To know that climate zones are areas of the world with similar climates.* • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* • To know that biomes are areas of world with similar climates, vegetation and animals.* • To know the world's biomes *	• To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* • To know the name of many counties in the UK. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and

			• To know vegetation belts are areas of the world which are home to similar plant species. • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use.* • To know some types of settlement.* • To know that countries near the Equator have less seasonal change than • those near the poles. • To know that the Equator is a line of latitude indicating the hottest places • on Earth and splitting our globe into the Northern and Southern • Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west	determines the start of the world's time zones

			a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	

Place Knowledge	• To know that places within this country can differ from each other • To know there are similarities and differences between places in this country and other countries.	• To know some similarities and differences between their local area and a contrasting non-European country.	• To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano. • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes.	• To know some similarities and differences between the UK and a European mountain region. • To know why tourists visit mountain regions

Human and Physical Geography	• To know the terms spring, summer, autumn and winter are used to describe the seasons. • To know some of the key characteristics of each season. • To know that there are four seasons in a year marked by certain weather conditions. • To know some vocabulary to describe different bodies of water (sea/ocean, lake, pond, river). • To know some vocabulary to describe the characteristics of different places (hill, field, building, road, house).	• To know the four seasons of the UK. • To know that 'weather' refers to the conditions outside at a particular time. • To know that different parts of the UK often experience different weather. • To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. • To know that weather conditions can be measured and recorded. • To know that the Equator is an imaginary line around the middle of the Earth. • To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.	• To know that the water cycle is the processes which move water around our Earth and to be able to name those processes. • To know the key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* • To know the world's biomes.* • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climate zones are areas of the world with similar climates.* • To know the world's different climate zones.* • To know that climates can influence the foods able to grow. • To know the main types of land use.*	• To know vegetation belts are areas of the world that are home to similar plant species.* • To name and describe some of the world's vegetation belts. • To know why the ocean is important. • To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know the threats to oceans and corals.

		• To know that coastlines (and other physical features) change over time. • To know some key physical features of the UK • To know that a sea is a body of water that is smaller than an ocean. • To know that human features change over time. • To know some key human features of the UK.	• To know the different types of settlement.* • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries.	

Progression of Skills

	EYFS	Year 1/2	Year 3/4	Year 5/6
Locational Knowledge	• Identifying land and water on a map or globe. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	• Locating all the world's seven continents on a world map. • Locating the world's five oceans on a world map. • Showing on a map the oceans nearest the continent they live in. • Showing on a map which continent they live in. • Locating the surrounding seas of the UK on a map of this area . • Confidently locating the capital cities of the four countries of the UK on a map of this area. • Identifying characteristics (both human and physical) of the four capital cities of the UK. • Showing on a map the city, town or village where they live in relation to their capital city	• Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating some key physical features in countries studied on a map including significant environmental regions. • Locating some key human features in countries studied. • Locating the world's most significant mountain ranges on a world map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Locating some of the world's most significant rivers and identifying any patterns. • Locating some counties in the UK (local to your school). • Locating some cities in the UK (local to your school). • Beginning to locate the twelve geographical regions of the UK.	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating key physical features in countries studied on a map . • Locating 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 • Locating many counties in the UK. • Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land-use has changed over time using examples.

			• Identifying key physical and human characteristics of geographical regions in the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and Antarctic Circle	• Explaining why a locality has changed over time, giving examples of both physical and human features • Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe

Place Knowledge	• Discussing how environments in stories and images are different to the environment they live in.	• Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. • Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country • Describing what physical features may occur in a hot place in comparison to a cold place.	• Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing how climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	• Describing and explaining similarities between two regions studied. • Describing and explaining differences between two regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Comparing the climate studied in a region of the UK with that of a region of North and South America and discussing how both climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in hot places. • Using maps to explore wider global trading routes.

Human and Physical Geography	• Observing weather across the seasons. • Observing and discussing the effect the changing seasons have on the world around them. • Beginning to use the names of the seasons in the correct context. • Making observations about the features of places (in stories, photographs or in the school grounds/local area. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	• Locating some hot and cold areas of the world on a world map. • Locating the Equator and North and South Poles on a world map. • Locating hot and cold areas of the world in relation to the Equator and the North and South poles • Describing how the weather changes with each season in the UK. • Describing the daily weather patterns in their locality. • Confidently using the vocabulary 'season' and 'weather'	• Mapping and labeling the seven biomes on a world map. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place.	• Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. • Describing and understanding economic activity including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the 'push' and 'pull' factors that people may consider when migrating. • Understanding the distribution of natural resources both globally and within a specific region or country studied.

			• Describing how humans can impact the environment both positively and negatively, using examples.	• Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples.

Geographical Skills and Fieldwork	• Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. • Answering simple questions, guided by the teacher. • Drawing some of the features they notice in their school and school grounds. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Beginning to use modelled directional vocabulary when describing features in the surrounding environment.	• Recognising why maps need a title. • Using an atlas to locate the four capital cities of the UK. • Using a world map, globe and atlas to locate all the world's seven continents. • Using a world map, globe and atlas to locate the world's five oceans. • Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. • Using locational language and the compass points (N, S, E, W) to describe the route on a map. • Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. • Using a map to follow a prepared route. • Recognising landmarks of a city studied on aerial photographs and plan perspectives. • Recognising human features on aerial photographs and plan perspectives.	• Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to give instructions using the 8 points of a compass.	• Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using the scale bar on a map to calculate distances. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose

	• Recognising features on maps (real or imaginary). • Draw real and imaginary maps.	• Recognising physical features on aerial photographs and plan perspectives. • Drawing a map and using class agreed symbols to make a simple key. • Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. • Finding a given OS symbol on a map with support. • Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). • Using an aerial photograph to draw a simple sketch map using basic symbols for a key	• Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in • regions studied. • Beginning to give instructions using the 8 points of a compass. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.

				• Confidently giving instructions using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Identifying the 8 compass points on an OS map. • Planning a journey to another part of the world using six figure grid references and the eight points of a compass.

Fieldwork Skills

	EYFS	Year 1/2	Year 3/4	Year 5/6
Question	• Ask questions about the world around them.	• Recognise there are different ways to answer a question. •	• Beginning to choose the best approach to answer an enquiry question.	• Developing their own enquiry questions. • Choosing the best approach to answering an enquiry question.
Observe	• Commenting on the features they see in their school and school grounds.	• Discussing the features they see in the area surrounding their school when on a walk. • Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	• Mapping land use in a small local area using sketch maps and plans. • Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments	• Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
Measure	• Answering simple questions, guided by the teacher.	• Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	• Using simple sampling techniques appropriately. • Making digital audio recordings for a specific purpose. • Designing a questionnaire / interviews to collect quantitative fieldwork data.	• Selecting appropriate methods for data collection. • Designing interviews/ questionnaires to collect qualitative data. • Using standard field sampling techniques appropriately

Record	• Creating some of the features they notice in their school and school grounds.	• Classifying the features they notice into human and physical with teacher support. • Taking digital photographs of geographical features in the locality. • Making digital audio recordings when interviewing someone.	• Taking digital photos and labeling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Drawing simple maps and plans to scale (e.g 1m = 1 square) • Using a simplified Likert Scale to record their judgements of • environmental quality. • Using a questionnaire/ interviews to collect qualitative fieldwork data.	• Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. • Conducting interviews/ questionnaires to collect qualitative data. • Interpreting and using real-time/live data
Present	• Expressing their likes and disliked about a specific place and its features, beginning to explain their reasoning.	• Presenting data in simple tally charts or pictograms and commenting on what the data shows. • Asking and answering simple questions about data.	• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. • Suggesting different ways that a locality could be changed and improved.	• Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning.

			• Finding answers to geographical questions through data collection. • Analysing and presenting quantitative data in charts and graphs.	• Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.