



Geography Knowledge and Skills Progression Map

Geography programme of study: National Curriculum Aims

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| EYFS Understanding the World | People, Culture and Communities | <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. |
| | The Natural World | <ul style="list-style-type: none"> - 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 seasons and changing states of matter. |

Geography programme of study - KS1 and KS2

National Curriculum: All pupils will be inspired to be curious and fascinated about the world and its people. Pupils will acquire knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Pupils growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geographical skills and fieldwork

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Skills | <p>I can ask simple geographical questions e.g. What is it like to live in this place?</p> <p>I can use simple observational skills to study the geography of the school and its grounds.</p> | <p>I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p> | <p>I can analyse evidence, draw conclusions and make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</p> <p>I can use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.</p> <p>I can use four figure grid references, use the 8 points of a compass and make plans and maps using symbols and keys.</p> | <p>I can measure straight line distances using the appropriate scale.</p> <p>I can explore features on maps using 6 figure grid references.</p> <p>I can draw accurate maps with more complex keys.</p> <p>I can plan the steps and strategies for an enquiry.</p> | <p>I can use a few geographical resources to give descriptions and opinions of the characteristic features of a location.</p> <p>I can use different types of fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>I can record the results in different ways.</p> <p>I can talk about the effectiveness of different geographical representations of a location.</p> <p>I can use the eight points of a compass, four to six-figure grid references, symbols and keys to build my knowledge of the</p> | <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the eight points of a compass, four and six figure grid references, symbols and keys to build on my knowledge of the United Kingdom and the wider world.</p> <p>I can use maps, charts etc. to support decision making about the location of places e.g. new bypass.</p> |

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| | | | I can use fieldwork instruments e.g. camera, rain gauge. | | United Kingdom and the wider world. I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land. | |
| Knowledge | I know how to look at simple maps of the local area and how to make my own maps and plans. I know how to describe locations of features and routes. | I know how to use simple fieldwork and observational skills to study the key human and physical features of my surrounding environment. I know how to use directional language and understand its meaning. | I know how to ask and respond to geographical questions. I know how to use a wide range of geographical terms and can use basic geographical vocabulary. | I know how to use a widening range of geographical terms e.g. specific topic vocabulary such as erosion, deposition, transportation, headland, volcanoes, earthquakes. | I know how to use a widening range of geographical terms e.g. specific topic vocabulary such as climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. | I know that I can 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. I know how to use a widening range of geographical terms e.g. specific topic vocabulary such as urban, rural, land, use, sustainability, tributary, trade links. |

Locational knowledge

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| Skills | I can identify different names of places familiar to me and my surroundings. | I can tell you about and identify countries in the UK and their features. I can use an atlas or globe to identify features such as oceans and countries/places of interest. | I can identify where countries are within the UK and the key topographical features. | I can recognise the different shapes of the continents. I can demonstrate knowledge of features about familiar places and beyond the UK. I can recognise that people have differing qualities of life living in different locations and environments. | I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day. I can recognise the different shapes of countries. I can identify the physical characteristics and key topographical features of the countries within North America. | I can 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. I can 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. |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p> | <p>I know that some places are linked to other places e.g. roads, trains and that they link different towns and places.</p> | <p>I know the names of the world's seven continents and five oceans.</p> <p>I know the name, locate and can identify characteristics of the four countries and capital cities of the United Kingdom as well as the seas surrounding them.</p> | <p>I know the names and locations of cities in the UK and the features of a city/town/village and how they differ.</p> | <p>I know about and can identify where countries are within Europe.</p> <p>I know how the locality is set within a wider geographical context.</p> | <p>I know about the wider context of places e.g. county, region, country.</p> <p>I know and can describe where a variety of places are in relation to physical and human features.</p> <p>I know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent.</p> | <p>I know about and can 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)</p> |
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Human and Physical

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| Skills | I can talk about and describe seasonal weather changes. | I can 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. | I can identify physical and human features of the locality and beyond. | I can describe human features of the UK regions, cities and/or counties. I can describe how people have been affected by changes in the environment. | I can describe how humans affect the environment over time I can say why people seek to manage and sustain their environment. | I can research and understand key aspects of physical and human geography. I can identify how their features and how they differ. |
| Knowledge | I know that each season is different and know about each of them and its features. | I know how to 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. I know how to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | I know about and can explain why weather conditions/patterns change around the UK and parts of the Europe. | I understand the effect of landscape features on the development of a locality. I know how to explain what I know about natural resources e.g. water in the locality. I know about weather patterns around parts of the world. | I know about the physical features of coasts and begin to understand erosion and deposition. I know about changes to the world environments over time. | I know how to describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. I know how to describe key aspects of 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. |

Place knowledge

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| <p>Skills</p> | <p>I can name, describe and compare familiar places.</p> <p>I can link my home with other places in my local community.</p> <p>I can suggest ideas for improving the school environment.</p> | <p>I can identify and discuss similarities and differences between the UK and another contrasting country.</p> | <p>I can show an awareness of how places relate to each other, within the UK and beyond.</p> | <p>I can demonstrate an understanding as to why there are similarities and differences between places.</p> | <p>I can compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences.</p> | <p>I can identify the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America.</p> |
| <p>Knowledge</p> | <p>I know about some present changes that are happening in the local environment e.g. at school, home or journey to school.</p> | <p>I 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.</p> | <p>I understand why there are similarities and differences between places and can discuss these features.</p> | <p>I know about the wider context of places – region, country.</p> | <p>I know how the UK differs to the wider world and other countries which are similar and contrasting.</p> | <p>I know about features of the UK, other European countries and North or South America.</p> |

Geographical Terms

| | End of KS1 | End of LKS2 | End of UKS2 |
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| | <p>FS2 – Places School Maps Globe House Shop Roads Journey Weather Mountain Forest</p> <p>Year 1 – Atlas Local Plan Same Different Town City Village Country Seasons United Kingdom Europe River Sea</p> <p>Year 2 –</p> | <p>Year 3- Location Map Globe Atlas Keys Erosion Deposition Transportation Volcanoes Earthquakes Landscape</p> <p>Year 4- Analyse Conclusion Population Temperature Scale Grid reference Accurate Symbols Enquiry Continents</p> | <p>Year 5- Settlements Time zones Observe Measure Record Maps Urban Rural North America Characteristics Topography</p> <p>Year 6- Climate zones Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic circle Europe British Isles South America Characteristics Latitude Longitude Equator</p> |

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| Route Location North Pole South Pole Equator Soil Valley Harbour Coast Cliff Beach Continents Oceans Directional language – left, right | | |
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