



Geography Progression of Knowledge and Skills



National Curriculum Objectives	GEOGRAPHY	
EYFS:	RECEPTION	
<p>EYFS: To know about similarities and differences in relation to places. To talk about features of own immediate environment and talk about how one environment might vary from one another.</p>	<p>To describe their surroundings and familiar places To say how places are the same, e.g. they both have a path, there is a garden To say how places are different, e.g. one has sand, one has grass To say they live in Tunbridge Wells To identify a country To identify a sea on a picture or in a map book To identify what the weather is like outside today in simple terms e.g. sunny, rain, snow, cold, hot To recognise that people can make changes to environments by their actions</p>	
<p>EYFS 2021: ELG – People, Culture and Communities To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from observation, discussion, stories, non-fiction texts and maps. ELG – The Natural World To know some similarities and differences between the natural world around them and contrasting environments.</p>	<p>To name different environments e.g. woods, beach, town etc To name features of immediate environment. To name features of known local environments. To know what a map is. To identify differences between the UK and other countries. To identify similarities between the UK and other countries. To identify similarities in how different people/communities live. To identify differences in how different people/communities live. To say how places are the same. To say how places are different.</p>	
KEY STAGE 1:	YEAR 1	YEAR 2

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

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<p>Locational Knowledge: To name and locate the world's seven continents and five oceans. To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>To name the town that they live in. To name the country that they live in. To name the four countries of the UK. To locate the four countries on a map To name the surrounding seas of the UK To locate the seas on a map. To explain what a flag is. To begin to identify some of the flags of the four countries of the UK. To recognise a continent is a group of countries To identify continents on a map To know there are seven continents in the world and begin to know their names To say what an ocean is. To identify the five oceans in the world and begin to know their names.</p>	<p>To identify the town they live in on a simple UK map. To identify the flags and emblems of the four countries of the UK, To identify the capital cities of the UK To name famous landmarks of the UK from pictures. To name the seven continents To locate the seven continents on a map or globe To name the five oceans To locate the five oceans on a map or globe To explain that both a map and a globe show the same thing and use them to identify land and sea. To find the UK on a map or globe. To use simple compass directions (North, South, East and West) to describe the location of features on a map.</p>
<p>Place Knowledge: To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-EU country.</p>	<p>To identify familiar localities from photographs. To describe a photograph of a locality. To ask geographical questions about a photograph or locality they are visiting e.g. <i>What is it like to live in this place? How is this place different to where I live?</i> To make simple comparisons between two photographs or two familiar environments. To draw and label pictures to show how places are different. To share their opinion about a place or environment and say if they like or dislike it.</p>	<p>To compare and contrast two differing localities in the UK and ask geographical questions using photographs and visits e.g. <i>What is it like to live in this place? How is this place different to where I live? How is the weather different?</i> To describe two differing localities, (one in the UK, one abroad) using photographs and videos. To ask geographical questions when studying photographs of contrasting localities e.g. <i>What is it like to live in this place? How is this place different to where I live? How is the weather different?</i> To draw pictures to show how places are different To record their comparisons to show the difference. To express their own views about a place and environment. To give detailed reasons to explain their own likes, dislikes and preferences</p>
<p>Human and Physical Geography: To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To use basic geographical vocabulary to refer to:</p>	<p>To use basic and general geographical vocabulary to refer to key physical geographical features when looking at a photograph or visiting a new place: e.g. <i>beach, coast, forest, mountain, sea, ocean, river, season and weather</i> To use basic and general geographical vocabulary when observing key human geographical features: e.g. <i>city, town, village, factory, farm, house, flat, and shop.</i> To say and write about similarities and differences between the features of two localities.</p>	<p>To use both maps and globes to identify the coldest places in the world (The North and South pole) To make predictions about where the hottest places in the world are To confidently identify the Equator and locate the places on the Equator which are the hottest. To use more definitive geographical vocabulary to refer to key physical geographical features: <i>as year 1 and also cliff, hill, soil, valley, lake, island, cave and vegetation.</i></p>

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<ul style="list-style-type: none"> - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>To explain that the Equator is the hottest part of the World.</p> <p>To explain that the North and South Poles are the coldest places on Earth.</p> <p>To keep a record over a given period of time of what the weather is like</p> <p>To say what the weather is like outside using more complex vocabulary e.g. cloudy, raining, cool, warm, heatwave</p> <p>To ask questions about the weather and seasons.</p> <p>To observe and record weather patterns e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>To express an opinion about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts</p>	<p>To use more detailed geographical vocabulary to refer to key human geographical features: e.g. as year 1 and also hotel, canal, centre, airport, office, port and harbour.</p>
<p>Geographical skills and fieldwork</p> <p>To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans.</p> <p>To use simple compass directions (North, South, East, 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>To 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.</p> <p>To 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.</p>	<p>To follow directions (up/down, forward/backward, left/right)</p> <p>To know that a map is a representation of a location or place</p> <p>To identify key features of their surrounding environment</p> <p>To draw picture maps of imaginary places/from stories</p> <p>To use their own symbols on their own maps</p> <p>To use picture maps and globes to find the UK, oceans and continents</p> <p>To learn the names of places in the UK e.g. home town, cities, countries</p> <p>To make simple observations about familiar environments e.g. my home is in a town, the park has a pond and a wood.</p> <p>To know how to recognise a feature of the environment. e.g. the trim trail and cabin are features as they are always there, the table is not as it can be moved.</p> <p>To identify features in their local environment.</p> <p>To draw simple features observed in their familiar environment.</p> <p>To add colour and textures to prepared sketches</p> <p>To use everyday language to describe features e.g. bigger, smaller than.</p>	<p>To follow a route along a drawn map</p> <p>To physically follow a route around a familiar place using a map.</p> <p>To follow directions (including NSEW)</p> <p>To use infant atlases to locate features e.g. mountains, rivers, deserts, forests</p> <p>To find land and sea on a globe</p> <p>To recognise landmarks/human and physical features on aerial photographs</p> <p>To locate and name the UK major features e.g. London, river Thames, home town</p> <p>To draw a map of real or imaginary places</p> <p>To begin to understand the need for a key on a map</p> <p>To use agreed symbols or create own symbols to make a simple key</p> <p>To identify a familiar locality from its plan view.</p> <p>To create a plan view map looking down on objects</p> <p>To draw an outline of simple features observed.</p> <p>To add more detail such as labels to basic sketches and photographs.</p>
<p>National Curriculum Objectives</p>	<p>GEOGRAPHY</p>	
<p>KEY STAGE 2:</p>	<p>YEAR 3</p>	<p>YEAR 4</p>

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<p>Locational knowledge</p> <p>To 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.</p> <p>To 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.</p> <p>To 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>	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe, including Russia.</p> <p>Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains.</p> <p>Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. (Link to Habitats in Science)</p> <p>Locate and name the main counties and cities in/around Kent.</p>
<p>Place knowledge</p> <p>To 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 within North or South America</p>	<p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level.</p>	<p>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 within North or South America.</p>
<p>Human and physical geography</p> <p>To describe and understand key aspects of:</p> <p>To physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)(Link to Science Habitats)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Water cycle</p>

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To 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	Types of settlements in Early Britain linked to History. Why did early people choose to settle there?	
Geographical skills and fieldwork To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To use the eight points of a compass, four and six-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 maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn the eight points of a compass, four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
	YEAR 5	YEAR 6
Locational knowledge To 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. To 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. To 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	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England.(linked to Romans) Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.

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Meridian and time zones (including day and night)		
Place knowledge To 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 within North or South America	Compare a region in UK with a region in N. or S. America with significant differences and similarities	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.
Human and physical geography To describe and understand key aspects of: To physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle To 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	Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon Britain linked to History.	Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)
Geographical skills and fieldwork To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To use the eight points of a compass, four and six-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 maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied (Link Civilisations) Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied (Link civilisations) Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.