



Geography Progression - Knowledge Understanding & Skills Key Stage 1



EYFS – Reception

Understanding of the world (see separate sheet)

This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

The world:

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

KS1 End of Key Stage Expectations:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans.
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- 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.

Human and physical geography.

- 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, 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.

Geographical skills and fieldwork

	<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 [for example, near and far; left and right], 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 	
	Year 1	Year 2
Location Knowledge	<ul style="list-style-type: none"> ▪ To be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> ▪ To be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ▪ To be able to name and locate the world's seven continents and five oceans.
Place Knowledge	<ul style="list-style-type: none"> ▪ To 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 <i>using Barnaby Bear/class bear</i>. 	<ul style="list-style-type: none"> ▪ To 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 non-European country.

Human & Physical Geography	<ul style="list-style-type: none"> ▪ To be able to Identify seasonal/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 be able to use basic geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment, including:, forest, hill, mountain, soil, valley, 	<p>To be able to Identify seasonal/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.</p> <p>To be able to use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non- European country</p>
Geographical Skills & Fieldwork	<ul style="list-style-type: none"> ▪ To be able to use maps, atlases and globes to identify the continents and oceans studied at this key stage. ▪ To be able to use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. ▪ To be able to use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. ▪ To be able to use simple fieldwork and observational skills to study the geography of their school and its grounds. 	<ul style="list-style-type: none"> ▪ To be able to use world maps, atlases and globes to identify the United Kingdom and its countries. ▪ To be able to use simple compass directions (North, East, South and West), to describe the location of features and routes on a map ▪ To be able 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. ▪ To be able to use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.

Geography Progression - Knowledge Understanding & Skills Key Stage 2

KS2 - End of Key Stage Expectations:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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.
- 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).

Place knowledge

- 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.

Human and physical geography

- describe and understand key aspects of:
 - 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.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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 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

	Year 3	Year 4	Year 5	Year 6
Location Knowledge	<ul style="list-style-type: none"> To be able to name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> To be able to locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. To be able to identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. 	<ul style="list-style-type: none"> To be able to locate the main countries in Europe and North or South America. Locate and name principal cities. To be able to compare 2 different regions in UK rural/urban. To be able to locate and name the main counties and cities in England. To be able to link with History and compare land use maps of UK from past with the present, focusing on land use. To be able to identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day 	<ul style="list-style-type: none"> To be able to locate the main countries in Africa, Asia and Australasia/Oceania on a world map. To be able to identify their main environmental regions, key physical and human characteristics, and major cities. To be able to link with local History, map how land use has changed in local area over time. To be able to name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. To understand how these features have changed over time.
Place Knowledge	<ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a region of the UK. 	<ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country 	<ul style="list-style-type: none"> To compare a region in the UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). 	<ul style="list-style-type: none"> To compare a region in the UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). To understand some of the reasons for similarities and differences
Human & Physical Geography	<p>To describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography including key 	<p>To describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: 	<p>To describe and understand key aspects of :</p> <ul style="list-style-type: none"> Physical geography including coasts, 	<p>To describe and understand key aspects of :</p> <ul style="list-style-type: none"> Physical geography including

	<p>topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p>	<p>climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <ul style="list-style-type: none"> Types of settlements in modern Britain: villages, towns, cities 	<p>rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <ul style="list-style-type: none"> 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. 	<p>Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <ul style="list-style-type: none"> Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)
<p>Geographical Skills & Fieldwork</p>	<ul style="list-style-type: none"> To be able to use maps, atlases & globes and digital/computer mapping to locate countries and describe features studied. To be able 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. To be able to 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. 	<ul style="list-style-type: none"> To be able to use maps, atlases & globes and digital/computer mapping (Google Earth) to locate countries and describe features studied To learn the eight points of a compass, and four-figure grid references. To be able to 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. 	<ul style="list-style-type: none"> To be able to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. To be able to 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 in the past and present. To be able to 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. 	<ul style="list-style-type: none"> To be able to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. To extend to 6 figure grid references with teaching of latitude and longitude in depth. To expand map skills to include non-UK countries. To be able to 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.