

Progression of Knowledge and Skills in Geography

	EYFS	Year 1 Cycle 1	Year 2 Cycle 2	Year 3 Cycle 1	Year 4 Cycle 2	Year 5 Cycle 1	Year 6 Cycle 2
Locational Knowledge	<p>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Be able to name places in my day to day life e.g. places that I regularly visit or are important to my family</p> <p>Observe closely what is around me and make comments on what I see</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>Follow directions (Up, down, left/right, forwards/backwards, next to)</p> <p>Use simple compass directions (North, South, East and West)</p> <p>Name and locate the four countries of the UK and their capital cities.</p> <p>Name and locate the 7 continents.</p> <p>Name and locate the 5 oceans using maps and globes.</p> <p>Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing.</p> <p>Name and locate the Earth's poles and the equator using maps and globes.</p> <p>Use both maps and globes to identify the hottest and coldest</p>	<p>Use simple compass directions, locational and directional language.</p> <p>Name and locate the countries in the British Isles.</p> <p>Name and locate the seas and oceans which surround the British Isles.</p> <p>Name and locate the capital cities of the British Isles</p> <p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p> <p>Name and locate the countries in Northern Europe; Denmark, Sweden, Finland, Norway and Iceland and their capital cities</p>	<p>Name, locate and describe key rivers in Europe, Africa, Asia, North and South America and Asia</p> <p>Identify the region of South West England and its counties; Gloucestershire, Bristol, Wiltshire, Somerset, Dorset and Devon.</p> <p>To know the names of countries located in Western Europe and their capital cities; ; France, Germany, the Netherlands, Belgium, Switzerland, Luxembourg and Austria.</p> <p>Locate and describe France</p> <p>Locate India and China on a map of Asia</p> <p>Locate the Indus and Ganges rivers</p>	<p>Name and locate the following on a globe; latitude lines, longitude lines, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian.</p> <p>Know places in the local area are in relation to one another and why they are located there.</p> <p>Identify Mediterranean Europe on a map</p> <p>Name and locate the countries in Mediterranean Europe and their capital cities</p> <p>Name and locate the Alps, Apennines and Pyrenees on a map of Mediterranean Europe.</p> <p>Locate Eastern Europe on a map; Baltic and Balkan</p> <p>Identify Northern Ireland on a map of the UK.</p> <p>Identify the region of South Eastern</p>	<p>Locate the lines of longitude, latitude and equator – explaining the importance of these for geographers.</p> <p>Locate the Eastern and Western hemispheres and the countries within them.</p> <p>Locate mountains and well known mountain ranges from around the world on an atlas.</p> <p>Identify East Anglia on a map.</p> <p>Locate Australia in the Southern Hemisphere and key places within it.</p> <p>Locate New Zealand and label significant places e.g. capital city.</p>	<p>Understand how time zones are shown on a map</p> <p>Locate countries within North America.</p> <p>Locate countries within South America</p>

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		places in the world – The North and South pole, The Equator.			England on a map of the UK. Locate Brighton on a map of South East England. Locate Japan on a map and label; Tokyo, Mount Fuji, four main islands, Sea of Japan, Pacific Ocean.		
Place Knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Recognise some similarities and differences between life in this country and life in other countries through stories, non-fiction texts and simple maps.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Retell what it is like in another country.</p> <p>Express own views about a place, people and environment.</p> <p>Compare landscape in contrasting countries.</p>	<p>Investigate their surroundings</p> <p>Compare life in the UK to another country (Cape Town-South Africa)</p> <p>Ask and answer geographical questions such as 'What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</p>	<p>Compare two locations using both physical and human features in their response.</p> <p>Identify the main differences between two landscapes.</p> <p>Identify areas of high population density and low population density using the key on an atlas</p> <p>Describe how humans can both improve and damage an environment.</p> <p>Understand how the South West of England has changed over time</p>	<p>Compare and contrast two locations in Mediterranean Europe (Athens and Venice)</p> <p>Compare and contrast the climate between Baltic and Balkan regions of Eastern Europe</p> <p>Understand the reasons for the partitioning of Northern Ireland and the Republic of Ireland.</p> <p>Compare and contrast two cities of a given country; Japan (Kyoto and Tokyo)</p>	<p>Know and understand how East Anglia has changed over time from Romans, 17th Century to now.</p> <p>Describe how physical geography influences the day to day life of inhabitants of an area.</p>	<p>Compare and contrast London and Anchorage.</p> <p>Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p>

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	<p>Show knowledge of other countries through role play and art work</p>		<p>Study pictures/videos of two differing localities, make comparisons between life in the UK and life in South Africa</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment.</p> <p>Give detailed reasons to support own likes, dislikes and preferences</p>	<p>Find and interpret information to compare and contrast two European cities.</p>			
Human Geography	<p>Celebrate significant events from different cultures; Christmas, Eid, Diwali etc.</p> <p>Show respect of different cultures.</p>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop.</p>	<p>Identify human features of their local area, e.g. the tram tracks are to the east of the school</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Identify human features of Northern Europe, e.g. the Øresund Bridge</p>	<p>Use pictures and videos to discuss the four settlement types and their features; hamlet, city, town and village.</p> <p>Explain how humans use physical geographical features for a variety of purposes e.g. rivers help people to travel, grow crops and can provide drinking water</p> <p>Understand why and how countries trade</p>	<p>Know and understand how humans use the dry ground in Mediterranean Europe to grow crops, e.g. olives</p> <p>Describe the tourism industry in Northern Ireland by naming popular human features such as The Titanic, linen factories.</p> <p>Describe the economic activity of London and trade links.</p>	<p>Recognise that humans can have some control over physical features e.g. The Humber Bridge</p> <p>Describe and explain the traditions of people from a specific place e.g. Maori people.</p> <p>Describe how humans are impacted both positively and negatively by physical features.</p>	<p>Analyse the positive and negative impact of a human change on both a local and global scale.</p> <p>Understand how urbanisation can create problems in cities.</p> <p>Explain how the geography of a region can either challenge or assist people</p> <p>Understand the importance of farming</p>

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			<p>Recognise that humans have a choice in their lifestyle e.g. most people in Northern Europe live further south where it is usually warmer.</p>	<p>with one another (import and export goods)</p> <p>Know that most of the world's ancient civilisations started near a river.</p> <p>Describe the human features of India and China e.g. Great Wall of China</p>	<p>Identify key features of Canterbury; population, Canterbury Cathedral</p> <p>Explain what a pier is – Brighton beach.</p> <p>Understand the feudal system in Japan and the specific roles.</p>		<p>and energy production for a country's economy</p> <p>Describe the challenges caused by human interaction with the Amazon Rainforest.</p> <p>Understand issues faced by some African countries, including desertification and food security.</p> <p>Know how ancient empires traded e.g. Africa traded gold and salt across the Sahara Desert.</p> <p>Understand the importance of globalisation and the impact this has had on the world – both positively and negatively</p>
Physical Geography	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the Natural environment and all living things</p>	<p>Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</p>	<p>Identify physical features of their local area e.g. the forest is to the west of the school</p> <p>Identify physical features of Northern Europe, e.g. fjords.</p>	<p>Understand that rivers and seas can be used to transport goods.</p> <p>Draw and label the features of a river</p> <p>Use the correct geographical vocabulary</p>	<p>Know how the Mediterranean Sea has changed over time</p> <p>Use geographical vocabulary such as north, south, gulf stream mountains, marshland to describe physical features of a given region</p>	<p>Draw and label a diagram of a mountain and valley, including geographical vocabulary; peak, range, slope, summit, valley.</p>	<p>Understand how polar night and day occurs.</p> <p>Understand how the decisions of humans can cause environmental damage.</p>

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	<p>Explore the natural world around them.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>		<p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, lowlands, mountains, lakes, Coniferous and forest</p> <p>Understand that different countries have different climates</p> <p>Compare the climate in the UK to a country in Northern Europe</p> <p>Know that people and animals have adapted to survive the cold winters in Northern Europe.</p>	<p>to describe a river and name its features; source, steam, tributary, estuary and mouth</p> <p>Understand that regions of a country can have different climates</p> <p>Look at pictures and videos to describe how erosion can cause interesting land Formations, e.g. Durdle Door.</p> <p>Describe the physical features of India and China</p>	<p>Describe the climate in different regions of Europe; e.g. Eastern Europe and the Mediterranean</p> <p>Describe the similarities and differences between physical features of Russia and the UK</p> <p>Describe the tourism industry in Northern Ireland by naming popular physical features such as The Giants Causeway and the Mourne Mountains</p> <p>Draw and label key parts of an image to describe rock formation</p> <p>Understand how caves were formed in a specific place and use geographical vocabulary to describe the process; stalagmite, stalactite, erode, limestone.</p> <p>Identify the physical features of Dover, including the vocabulary; cliffs, coastline, weathering.</p>	<p>Describe the physical features of a given mountain range; The Alps, The Himalayas, The Andes, Appalachians, Ethiopian Highlands, Mount Kilimanjaro.</p> <p>Describe the physical geography of Australia; coastline, rivers, land height.</p> <p>Shade maps to show population density of a given place – Australia.</p> <p>Describe how living things are impacted both positively and negatively by physical features.</p>	<p>Understand how climate change is affecting the world we live in.</p> <p>Identify different biomes in North America</p> <p>Understand the formation of volcanic and plateau mountains</p> <p>Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies</p>
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					<p>Understand that some countries have varied climates; due to air masses from the continent and oceans (Japan).</p> <p>Understand why Japan experiences tsunamis and earthquakes due to the tectonic plate boundaries.</p>		
Geographical Skills and Fieldwork	<p>Describe a familiar route.</p> <p>Draw information from a simple map</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use world atlases and globes to identify the 7 continents and 5 oceans.</p> <p>Use aerial maps to identify features</p> <p>Devise a simple map</p> <p>Draw simple sketches</p> <p>Draw a key which includes simple symbols</p> <p>Look at an aerial view of the school and identify key places/buildings</p>	<p>Sketch simple maps</p> <p>Use the four points of a compass to identify location</p> <p>Begin to understand the need for a key</p> <p>Draw a map of the school using symbols to represent an area or feature</p> <p>Identify where places in the local area are in relation to one another and why they are located there</p> <p>Use an OS map to locate the school and other local landmarks</p> <p>Use a map to write a set of directions from school to a local destination</p> <p>Follow a route on a map</p>	<p>Use the eight points of a compass</p> <p>Identify and draw a key on a map using common OS symbols.</p> <p>Draw a simple map, including sketch maps</p> <p>Use grid references on a map to locate places.</p> <p>Use annotated maps and sketches to support reasoning and understanding</p> <p>Use a map to annotate physical and human features</p> <p>Use data from graphs and tables to interpret information e.g. climate</p>	<p>Use large scale and small scale maps</p> <p>Use a scale bar on a map to calculate distances between places in the local area</p> <p>Use four figure grid references to locate places on a map.</p> <p>Use a range of sources to interpret information; atlases, internet</p>	<p>Use co-ordinates on a map to locate places.</p> <p>Use map scale to locate the distance between two places on an OS map.</p> <p>Draw a simple relief map to show height.</p> <p>Use a range of sources to research and record information on a given place e.g. land height, rainfall and flooding.</p> <p>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.</p>	<p>Begin to use latitude and longitude to describe location.</p> <p>Collect and analyse data from a variety of sources to communicate geographical information.</p>

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			<p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Use the index of an atlas to locate countries</p> <p>Use simple graphs to analyse data e.g. climate</p>			<p>Record and represent data in a line graph.</p> <p>Explain what data which has either been collected or researched shows and the impact of it.</p>	
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