

Geography Knowledge & Skills Progression



Statutory Framework for the Early Years Foundation Stage

Understanding the world 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.

Early Learning Goal - Understanding the world: People and communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Early Learning Goal - Understanding the world: 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.

The National Curriculum for Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with 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. As pupils progress, their growing knowledge about the world should 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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1 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
- 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
- Geography – key stages 1 and 2 3
- 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.

	Content Year A	Content Year B
EYFS	London and the UK, Seven Continents, Oceans and Seas.	Lets go to China, Beside the Sea Side, Magical Mapping
Year 1	London and the UK, Seven Continents, Oceans and Seas.	Lets go to China, Beside the Sea Side, Magical Mapping
Year 2	London and the UK, Seven Continents, Oceans and Seas.	Lets go to China, Beside the Sea Side, Magical Mapping

Subject content at Key stage 2

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:

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)
- 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
- 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
- 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.

	Content
Year 3	Our school in Hayton, The UK, Rivers, Mountains, Volcanoes and Earthquakes, Egypt and UK
Year 4	Map work: UK & world continents, Antarctic environment, Land Use & Settlement, Rainforests.
Year 5	UK, North America, Ancient Greece, Ancient Maya
Year 6	Natural Disasters, Mapping Countries and changing boundaries in Europe, Population, Comparing locations, Globalisation.

Geography Knowledge & Skills Progression

EYFS & Milestone 1



Prior Learning	Skill	Milestone 1: Year 1 and Year 2	Key Vocabulary
<ul style="list-style-type: none"> Children will begin to differentiate between the features of different places that they visit. 	<p>To investigate places</p>	<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans 	<p>Beach, coast, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>

Prior Learning	Skill	Milestone 1: Year 1 and Year 2	Key Vocabulary
<ul style="list-style-type: none"> Children will notice sights, smells and sounds in the outdoor environment. 	<p>To investigate patterns</p>	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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. Identify land use around the school. 	<p>Atlas, map, globe.</p>
<ul style="list-style-type: none"> Children can talk about places and journeys. Children can describe some of the features of the places that they live or that they visit. 	<p>To communicate geographically</p>	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p>City, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>North, South, east, West, near, far, left, right.</p>

History Knowledge & Skills Progression

Milestone 2



Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> Children can locate the countries of the UK and its seas, the seven continents and five oceans. Children can identify the characteristics of the countries of the UK. They can name the capital cities. 	<p>To investigate places</p>	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 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 a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p>Physical geography, Human geography, Environmental regions, volcanoes, earthquakes, water cycle, settlement, land-use, trade, distribution, resources, climate zones, key, sketch map, plan, graph, atlas, map, globe, grid reference.</p>

Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> Children can identify hot and cold areas of the world in relation to the equator and the poles. Children can understand some geographical differences between places studied. Children can identify seasonal and daily weather patterns in the UK. Children recognise significant landmarks and local landmarks. 	To investigate patterns	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. 	<p>Hemisphere, equator, tropics, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, date time zones.</p> <p>Similarities, differences, changed over time</p>
<ul style="list-style-type: none"> Children use compass directions with increasing confidence. Children are beginning to use simple fieldwork and observational skills. Children can devise simple maps and are beginning to include a key. 	To communicate geographically	<ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	

History Knowledge & Skills Progression

Milestone 3



Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> Children can locate countries studied and have some knowledge of their environmental regions, key physical and human characteristics. Children can name and locate some countries and cities of the UK. 	<p>To investigate places</p>	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 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 a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p>longitude and latitude, prime/ Greenwich Meridian, time zones,</p> <p>biomes, vegetation belt, topography, contour lines,</p> <p>distance, direction, globe, grid reference.</p>

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> Children can identify the position and significance of Northern Hemisphere, Southern hemisphere, Arctic and Antarctic Circle. 	<p>To investigate patterns</p>	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.. 	<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones, diversity, interconnected, interdependent</p>

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> • Children understand and describe geographical (human & physical) differences between places studied. • Children can describe key aspects of physical geography, including volcanoes, earthquakes and hurricanes. • Children are beginning to understand the water cycle. • Children understand key aspects of climate zones. • Children know about different types of settlement and land use. • Children are beginning to understand economic activity, trade links and the distribution of natural resources. • Children are increasingly confident in using maps, atlases and globes. • Children are becoming confident with four figure grid references, map symbols and keys. • Children use fieldwork skills to observe, measure, and record geographical information. • Children record and present geographical features using sketch maps, plans & graphs and digital technologies with increasing confidence. 	<p>To communicate geographically</p>	<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> ○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. ○ human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	<p>biomes and vegetation belts, land use, climate zones, population densities, height of land, settlements, economic activity, trade links, distribution, natural resources, energy, food, minerals, water supplies, eight points of a compass, four-figure grid references, map key, Ordnance Survey symbols</p>