

# Geography Knowledge and Skills Progression



Year 1	Knowledge	Skills
Locational Knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<p><b>Use maps and globes</b> to locate the UK.                      Be able to <b>identify</b> the 4 countries and <b>label</b> the capital cities.  <b>Explain the purpose</b> of a capital city and <b>form opinions</b> on how this affects population size.</p>
Place Knowledge		
Human & Physical Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to:                      key physical features, including: season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop</p>	<p><b>Ask questions</b> about the weather and seasons.  <b>Observe and record</b> 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.  <b>Express opinions</b> about the seasons and <b>relate the changes</b> to changes in clothing and activities e.g. winter = coat, summer = t-shirts  <b>Study maps and aerial photographs</b> and <b>use simple compass directions</b> (North, South, East and West) and <b>locational and directional language</b> to <b>describe</b> the location of features and routes on a map.  <b>Draw own maps</b> of the local area; use and <b>construct basic symbols in a key</b>.  <b>Observe and record the features</b> around the school <b>and compare with photographs of different areas</b> e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic in a village  <b>Children to make suggestions for the cause of the differences</b>.  <b>Communicate findings in different ways</b> e.g. reports, graphs, sketches, diagrams, pictures.                      Children <b>make sketches/notes</b> of their trip to school and then <b>create a map to direct others</b> which uses a key and includes the main physical and human features.</p>
Geographical Skills & Field work	<p>Understand directions and locational language (North, South, East and West) and directional language [for example, near and far; left and right].</p> <p>To know the key human and physical features of the surrounding environment</p>	<p><b>Use simple compass directions</b> (North, South, East and West) to describe the location of features and routes on a map.  <b>Observe and record information</b> about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.                      Children to <b>take photos</b> of interesting things in the local area and <b>explain</b> what the photos show.                      On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to <b>create memory maps</b> to show the journey.  <b>Study aerial photographs</b> of the school and label it with key features e.g. school, church, park, shops.                      Look at a simple map of the local area and <b>identify</b> the things they know and have seen.  <b>Make a simple map</b>.  <b>Create an aerial map of the school/local area as a class by using different sized blocks</b></p>



# Geography Knowledge and Skills Progression

Year 2	Knowledge	Skills
Locational Knowledge	To know the world's seven continents and five oceans.	<p><b>Use maps and a globe</b> to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p><b>Locate</b> the continents on a paper map.</p>
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	<p><b>Study</b> pictures/videos of a locality and <b>ask geographical questions</b> e.g. What is it like to live in this place? How is this place different to where I live?</p> <p><b>Express own views</b> about a place, people and environment.</p> <p><b>Draw and label pictures</b> to show how places are different.</p>
Human & Physical Geography	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</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 key human features, including port, harbour</p>	<p><b>Use both maps and globes, identify</b> the coldest places in the world – The North and South pole.</p> <p><b>Make predictions</b> about where the hottest places in the world are?</p> <p>Children to <b>identify</b> the equator and <b>locate</b> the places on the Equator which are the hottest.</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 key human features, including port, harbour</p> <p>Be able to <b>verbalise and write about</b> similarities and differences between the features of the two localities.</p>
Geographical Skills & Field work	<p>To identify the locations of United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.</p> <p>To know about landmarks and basic human and physical features of the wider world.</p>	<p>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.</p> <p>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>



# Geography Knowledge and Skills Progression

Year 3	Knowledge	Skills
<p><b>Locational Knowledge</b></p>	<p>To locate the world's countries, focussing on Europe (including the location of Russia) 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.</p>	<p>Build on prior knowledge of UK regions by <b>using maps to locate countries of Europe including Russia.</b></p> <p><b>Study maps to make assumptions</b> about the different areas of Europe and the UK e.g. using map keys to identify mountainous areas, urban areas.</p> <p><b>Identify</b> where volcanoes and earthquakes occur in relation to Stone age and Iron Age</p> <p><b>Study some pictures</b> of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm.</p> <p><b>Make reasoned judgements</b> about where the pictures are taken and <b>defend</b> e.g. a mountain top may be in France because there is a large mountain range there.</p> <p><b>Match key landmarks to the country</b> and <b>make suggestions</b> as to how landmarks affect a country (tourism, economy etc) e.g Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.</p> <p><b>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</b></p> <p>Look at maps, pictures and other sources to <b>identify similarities and differences</b> between a UK region and Greece. <b>Compare physical and human features, draw conclusions, pose questions and use prior knowledge</b> of map reading.</p> <p><b>Identify main trade and economy</b> Ancient Greece and compare to how it is now.</p> <p>Look at settlements, particularly in relation to Ancient Greece</p> <p><b>Analyse evidence and draw conclusions</b> e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</p>
<p><b>Place Knowledge</b></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</p>	<p><b>Study</b> pictures/videos of two differing localities, one in the UK and one in a contrasting European country, and <b>ask geographical questions</b> e.g. 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?</p> <p><b>Study</b> pictures of the localities in the past and in the present and <b>ask</b> 'How has it changed?'</p> <p><b>Draw pictures</b> to show how places are different and write comparatively to show the difference.</p> <p><b>Express own views</b> about a place, people and environment. <b>Give detailed reasons</b> to support own likes, dislikes and preferences.</p>



# Geography Knowledge and Skills Progression

Year 3	Knowledge	Skills
<p><b>Human &amp; Physical Geography</b></p>	<p>Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes</p> <p>human geography, including: types of settlement and land use, economic activity including trade links,</p>	<p><b>Locate places in the world</b> where volcanoes and earthquakes occur.</p> <p>Understand and be able to <b>communicate in different ways</b> the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p><b>Draw diagrams, produce writing and use the correct vocabulary</b> for each stage of the process of volcanic eruption.</p> <p><b>Draw diagrams, produce writing and use the correct vocabulary</b> for each stage of the process of earthquake.</p> <p><b>Ask and answer questions</b> about the effects of volcanoes and earthquakes.</p> <p><b>Discuss</b> how volcanoes affect human life e.g. settlements.</p>
<p><b>Geographical Skills &amp; Field work</b></p>	<p>Know the eight points of a compass to build their knowledge of the United Kingdom and the wider world</p> <p>To understand how to record, observe measure and present the human and physical features in the local area.</p>	<p><b>Use maps, atlases, globes and digital/computer mapping</b> to locate countries and describe features studied</p> <p><b>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass</b></p> <p><b>Use fieldwork to observe, measure, record and present</b> 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><b>Design questions and studies</b> to conduct in the local area.</p> <p><b>Identify local features on a map</b> and begin to <b>experiment with four figure grid references</b>, using them to <b>locate and describe local features</b>.</p> <p><b>Undertake surveys.</b></p> <p><b>Conduct investigations.</b></p> <p><b>Classify buildings.</b></p> <p><b>Use recognised symbols to mark out</b> local areas of interest on own maps.</p> <p><b>Choose effective recording and presentation methods</b> e.g. tables to collect data.</p> <p><b>Present data in an appropriate way using keys to make data clear.</b></p> <p><b>Draw conclusions from the data.</b></p>



# Geography Knowledge and Skills Progression

Year 4	Knowledge	Skills
<p><b>Locational Knowledge</b></p>	<p>To locate the world's countries focussing on North America. Concentrate on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers), and land-use patterns;</p>	<p><b>Use maps, globes and Google Earth</b> to identify North America.</p> <p><b>Using maps, locate the key physical and human characteristics. Relate these features to the locality</b> e.g. population sizes near tourist landmarks/rivers, transport links.</p> <p><b>Locate the man-made features</b> in the North America and relate to UK landmarks.</p> <p><b>Reflect on the importance and value of the tourism</b> industry in these areas.</p>
<p><b>Place Knowledge</b></p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America</p>	<p><b>Identify the major cities and consider how they differ</b> to other regions in the country. Looking at photographs, children to <b>compare and contrast</b> two different regions <b>make connections</b> between North America and the UK.</p> <p>Look at maps, pictures and other sources to <b>identify similarities and differences</b> between a UK region and a region in North America. <b>Compare physical and human features, draw conclusions, pose questions and use prior knowledge</b> of map reading.</p> <p><b>Identify main trade and economy</b> in both regions.</p> <p><b>Analyse evidence and draw conclusions</b> e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</p>



# Geography Knowledge and Skills Progression

Year 4	Knowledge	Skills
<p>Human &amp; Physical Geography</p>	<p>Describe and understand key aspects of: physical geography, including: rivers, the water cycle, earthquakes</p> <p>human geography, including: types of settlement and land use, economic activity including trade links,</p>	<p><b>Use maps to locate rivers and areas where earthquakes occur</b>  <b>Consider how the location of these geographical features has shaped life.</b>  <b>Understand how geographical features are marked on a map.</b> Using this knowledge, children to <b>study world maps to identify other major cities, coasts, rivers etc.</b></p> <p><b>Ask geographical questions</b> e.g. Are there any links? (big cities near rivers with reference to The Nile)</p> <p>Look at pictures and labelled diagrams of different historical settlements over time.  <b>Produce own pictures and labelled diagrams.</b>  <b>Ask and answer questions through own knowledge and self-conducted research:</b> What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? (link this to Egyptians, Romans)  <b>Produce own labelled diagrams</b> of the water cycle make links to science  <b>Study maps</b> of Roman settlements. <b>Draw conclusions</b> about the location of the settlements based on prior knowledge. <b>Compare with current maps</b> and <b>make suggestions about change.</b></p> <p><b>Study how land in the local area was used</b> during the historical periods studied. Look at land use in the same area today and <b>consider how and why this has changed.</b></p>
<p>Geographical Skills &amp; Field work</p>	<p>Understand that symbols and keys mark areas of interest.</p> <p>To know and understand 4 and 6 figure grid references</p> <p>To know what resources can help identify and locate features studied at this key stage.</p>	<p><b>Use symbols and keys (including the use of Ordnance Survey maps)</b> to build their knowledge of the United Kingdom and the wider world</p> <p><b>Use recognised symbols to mark out</b> areas of interest on own maps</p> <p><b>Use 4 and begin to use 6 figure grid references</b> to identify areas of interest.</p> <p><b>Use maps, atlases, globes and digital/computer mapping</b> to locate countries and describe features studied</p>

# Geography Knowledge and Skills Progression



Year 5	Knowledge	Skills
<p><b>Locational Knowledge</b></p>	<p>Locate the world's countries, focussing on South America. Concentrate on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p><b>Use maps, globes and Google Earth</b> to identify the continent of South America. Identify and <b>mark on a map</b> the different countries of South America.</p> <p><b>Identify the major cities and consider</b> how they differ to other regions in the country.</p> <p>Looking at photographs, children to <b>compare and contrast</b> two differing regions. Using photographs, children to <b>make connections</b> between South America and the UK. <b>Locate the mountain ranges and oceans.</b></p> <p><b>Consider how the location of these geographical features has shaped life.</b> Refer to UK e.g. London and the Thames/Lake District and <b>consider how these have changed over time.</b></p> <p><b>Understand how geographical features are marked on a map.</b> Using this knowledge, children to <b>study world maps to identify other major cities, hilly areas, etc.</b></p> <p><b>Make enquiry cards and ask geographical questions</b> e.g. which country, continent or part of the world is it in?</p> <p><b>Using maps, locate</b> the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle.</p> <p><b>Raise questions</b> about the different hemispheres and <b>make predictions</b> on how they think life will be different in the two hemispheres.</p> <p><b>Critically study photographs</b> – do they think these were taken close to the Equator or further away.</p>
<p><b>Place Knowledge</b></p>		



Year 5	Knowledge	Skills
<p>Human &amp; Physical Geography</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts</p>	<p><b>Consider the countries and climates that surround these lines</b> and <b>discuss the relationships</b> between these and the countries.                      Looking at a map of climate zones, children to <b>use prior knowledge</b> of the world to identify the climate they think may exist in different parts of South America.</p> <p><b>Use and explain</b> the term 'climate zone'.  <b>Identify</b> the different climate zones.  <b>Ask questions and find out</b> what affects the climate.  <b>Use maps</b> to identify different climate zones.  <b>Discuss and compare</b> the climate zones of the UK and <b>relate this knowledge to the weather in the local area</b>.                      Children to <b>ask questions</b> about global warming.  <b>Discover the cause</b> of global warming and <b>research the implications</b>.  <b>Reach reasoned and informed solutions</b> and <b>discuss the consequences</b> for the future.  <b>Identify changes</b> to be made in own lives in response to this.</p> <p>Understand the term 'biome'.  <b>Use knowledge of this term to make suggestions</b> for places in the world which may be biomes.                      Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to <b>use maps to locate areas</b> they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. <b>Defend reasoning using knowledge of maps</b>.</p>
<p>Geographical Skills &amp; Field work</p>	<p>To understand four and six-figure grid references</p>	<p><b>Use maps, atlases, globes and digital/computer mapping</b> to locate countries and describe features studied</p> <p><b>To use four and six-figure grid references</b> to build their knowledge of the United Kingdom and the wider world</p>



## Geography Knowledge and Skills Progression

Year 6	Knowledge	Skills
<p><b>Locational Knowledge</b></p>	<p>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), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p><b>Study photographs, aerial photographs and maps</b> of pre-war, post war and present day.            Compare maps and aerial photographs.  <b>Make comparisons</b> and <b>reflect on the reasons</b> for the differences.  <b>Study population numbers</b> throughout the course of WWII and <b>reflect on the reasons</b> for changes.            Study pictures of land use during these three periods. <b>Draw conclusions and develop informed reasons for the changes.</b>            Study one key building in the locality during the three periods (e.g. hospital) and <b>reflect on the changes.</b>  <b>Look at maps on different scales and calculate scales on own maps.</b>  <b>Use Google Earth to:</b>  <b>Discuss and compare</b> time zones and day and night.</p>
<p><b>Place Knowledge</b></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</p>	<p><b>Select the most appropriate map for different purposes</b> e.g. atlas to find a country, Google Earth to find a village (relate to Conflict topic)</p>
<p><b>Human &amp; Physical Geography</b></p>	<p>Describe and understand key aspects of: physical geography, including volcanoes, earthquakes, rivers, the water cycle, mountains.</p> <p>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</p>	<p><b>Explain and present the process of</b> volcanoes, earthquakes, rivers, water cycle and mountains,  <b>Use the language of rivers</b> e.g. erosion, deposition, transportation.  <b>Compare</b> how river use has changed over time and <b>research the impact</b> on trade in history.  <b>Research and discuss</b> how water affects the environment, settlement, environmental change and sustainability.  <b>Identify trade links</b> around the world based on a few chosen items e.g. coffee, chocolate, bananas.  <b>Discover</b> where food comes from.  <b>Discuss and debate</b> fair trade.  <b>Investigate the facts and join in a reasoned discussion.</b>  <b>Generate solutions</b> and <b>promote ethically sound</b> trade.</p>



Year 6	Knowledge	Skills
<p>Geographical Skills &amp; Field work</p>	<p>To understand four and six-figure grid references</p> <p>To understand how to record, observe measure and present the human and physical features in the local area.</p>	<p><b>Use maps, atlases, globes and digital/computer mapping</b> to locate countries and describe features studied</p> <p><b>To confidently use four and six-figure grid references</b> to build their knowledge of the United Kingdom and the wider world</p> <p><b>Use fieldwork to observe, measure, record and present</b> 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><b>Undertake a traffic survey</b> of the local main road - <b>tally counting</b>, types of vehicle observed, <b>comparing the traffic flow at different times of the day</b>, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses</p> <p><b>Collate the data collected</b> and <b>record it using data handling software</b> to produce graphs and charts of the results.</p> <p><b>Ask Geographical questions e.g.</b> how is traffic controlled? What are the main problems?</p> <p><b>Undertake a street/ noise survey</b> of the local road/ high street</p> <p><b>Undertake a general survey</b> of the local road/ high street:</p> <p><b>Form and develop opinions e.g.</b> Do the pupils like/ dislike the road/ street</p> <p><b>Compare road</b> with another busier/ quieter street/ road</p> <p><b>Make suggestions and reflect on own beliefs.</b> Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?</p> <p>With the children's help, <b>design and carry out a survey of the views of people</b> in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. <b>Use local maps to find other routes</b> traffic might take.</p> <p><b>Report on</b> the effects of environmental change on themselves and others.</p> <p><b>Carry out a role-play</b> where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road.</p> <p><b>Select methods for collecting, presenting and analysing data</b></p> <p><b>Analyse evidence and draw conclusions</b></p> <p><b>Be aware of own responsibility in the world</b></p>