

## Geography progression of knowledge and skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	Children know about similarities and differences in relation to places.	<p>Name and locate local towns and cities.</p> <p>Identify the four countries making up the United Kingdom.</p> <p>Identify where the equator, north-pole and south-pole are on a globe or atlas.</p>	<p>Name, locate and identify the capital cities in the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Find where they live on a map of the UK.</p>	<p>Name and locate countries and cities of the UK.</p> <p>Name a number of countries in the Northern Hemisphere.</p> <p>Locate and name some of the world's most famous volcanoes and earthquakes.</p> <p>Describe the weather in different parts of the world, particularly Europe.</p>	<p>Know the difference between the British Isles, Great Britain and the UK.</p> <p>Locate and name the main counties in England.</p> <p>Name up to six cities in the UK and locate them on a map.</p> <p>Locate and name some of the main islands that surround the UK.</p> <p>Locate and name the main countries in South America. Concentrate on</p>	<p>Name and locate many of the world's major rivers on maps.</p> <p>Name and locate many of the world's most famous mountain regions on maps.</p> <p>Locate the USA and Canada on a world map and atlas.</p> <p>Know the countries that make up the European Union (including the location of Russia).</p>	<p>On a world map, locate the main countries of Africa.</p> <p>Name the largest desert in the world.</p> <p>Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich meridian.</p> <p>Name the areas of origin of the main ethnic groups in the UK.</p> <p>Explain how time zones work.</p>

					their environmental regions, major cities and key physical and human characteristics.	Locate the Tropic of Cancer and the Tropic of Capricorn.	
Place knowledge	Children know similarities and differences between and among communities and traditions.	Observe and describe the human and physical geography of a small, local area of the United Kingdom.	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 non-European country.	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.	Compare a region in the UK with a region in South America with significant similarities and differences.	Understand geographical similarities and differences through studying the human and physical geography of a region in the UK and region in a European country.	Understand geographical similarities and differences through studying the human and physical geography of a country in the Middle East (Early Islamic Empire)
Human geography		Explain why they wear different clothes at different times of the year.	Describe some human features of their own locality, such as the jobs people do.	Describe how volcanoes have an impact on people's lives.	Explain why people are attracted to live in cities.  Explain why people might	Explain why people are attracted to live by rivers.  Explain how a location fits into	Describe the human features of different places around the world.  Map land use with their own criteria.

		<p>Explain what they might wear if they lived in a very cold or very hot place.</p> <p>Tell something about the people that live in hot and cold places.</p>	<p>Explain how the jobs people do may be different in different parts of the world.</p> <p>Describe how people might spoil the area.</p> <p>Describe how an area can be improved.</p> <p>Explain what facilities a town or village might need.</p>	<p>Describe human features in a locality.</p> <p>Explain why a locality has certain human features.</p> <p>Explain why a place is like it is.</p> <p>Explain how the lives of people living in Japan would be different from their own.</p>	<p>choose to live in a village rather than a city.</p> <p>Explain how a location has changed over time with reference to human features.</p> <p>Find different views on an environmental issue (deforestation).</p> <p>Give their own views on an environmental issue (deforestation).</p> <p>Suggest different ways a locality could be changed and improved.</p>	<p>its wider geographical location with reference to human and economical features.</p> <p>Explain what a place might be like in the future, taking account of issues impacting on human features.</p>	<p>Describe how some places are similar and how others are different in relation to their human features.</p> <p>Find different views on an environmental issue (climate change).</p> <p>Give their own views on an environmental issue (climate change).</p>
--	--	--	--	---	--	--	---

Physical geography	Talk about the features of their own immediate environment and how environments may vary from one another.	Tell someone their address.	Describe physical features of their own locality.	Describe how volcanoes are created.	Describe the main features of a well-known city.	Explain why main cities of the world are situated by rivers.	Describe the physical features of different places around the world.
		Explain the main features of a hot and cold place.	Explain what makes a locality special.	Describe how earthquakes are created.	Describe the main features of a village.	Explain how a location fits into its wider geographical location; with a reference to physical features.	Describe how some places are similar and how others are different in relation to their physical features.
		Describe a locality using words and pictures.	Describe some places which are not near the school.	Describe physical features in a locality.	Describe the main physical differences between cities and villages.	Explain how the water cycle works.	
		Identify daily weather patterns in the UK.	Describe a place outside of Europe using geographical vocabulary.	Locate an Asian country and explain why it is a popular holiday destination.		Explain why water is such a valuable commodity.	
		Explain how the weather changes with each season.	Describe some of the features associated with an island.				
		Name key features associated with a town or village e.g. church, farm, shop, house.	Describe the key features of				

			a place using words like beach, coast, forest, hill, mountain and valley.				
Geographical skills and fieldwork	Can describe their relative position e.g behind, next to	Use maps, atlases and globes to identify their locality and other key features eg land and sea.  Use locational and directional language eg near and far, left and right.  Describe the location of features and routes on maps.  Use photographs	Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use simple compass directions (N,E,S,W) to describe the location of features and routes on a map.  Use aerial photographs and plan perspectives to recognise landmarks and	Use contents and indexes to use maps and atlases appropriately.  Use digital/ computer mapping (Google Earth) to locate countries and describe features studied.  Use the eight points of a compass and four figure grid references, symbols and key to build their	Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate countries and describe features studied.  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 UK and wider world.	Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate countries and describe features studied.  Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and wider world. Use fieldwork to observe,	Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate countries and describe features studied.  Use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and wider world in the past and in the present.  Recognise key symbols used on an

		<p>to recognise landmarks and basic human and physical features.</p> <p>Devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>basic human and physical features.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p>	<p>knowledge of the UK and wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps.</p>	<p>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 digital technologies.</p>	<p>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.</p>	<p>ordnance survey map.</p> <p>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.</p>
--	--	--	---	--	--	--	--

## Our school progression

Year	Autumn		Spring		Summer	
Reception	<u>Autumn 1</u> <b>Incredible Me</b> <ul style="list-style-type: none"> <li>• Signs of autumn</li> <li>• Looking at where I live</li> <li>• My journey to school</li> <li>• Talking about the lives of people who are important to them.</li> <li>• Caring for our environment</li> <li>• Exploring the natural world around us</li> <li>• Emoji maps</li> <li>• Maps of bear hunt</li> </ul>	<u>Autumn 2</u> <b>Percy the Park Keeper</b> <ul style="list-style-type: none"> <li>• Take notice of everything around them including places and all the things within them such as trees in the natural environment and roads and traffic in the build environment</li> <li>• Explore the natural world around us</li> </ul>	<u>Spring 1</u> <b>Transport and travel</b> <ul style="list-style-type: none"> <li>• Maps of the local environment and around the world</li> <li>• Learning that we are all different but that we are all important</li> <li>• Similarities and differences between our country and life in another</li> <li>• Learning that we all enjoy different things and</li> </ul>	<u>Spring 2</u> <b>Down on the farm</b> <ul style="list-style-type: none"> <li>• Signs of spring</li> <li>• Observing plants growth and decay</li> <li>• Map of farm trip</li> <li>• Journey sticks</li> <li>• Observations of animals and plants and explain why things occur</li> </ul>	<u>Summer 1</u> <b>Once upon a time</b> <ul style="list-style-type: none"> <li>• Stories and environments</li> </ul>	<u>Summer 2</u> <b>Rumble in the jungle</b> <ul style="list-style-type: none"> <li>• Caring for our environment in our locality – recycling</li> <li>• Recognise environments that are different from where we live</li> <li>• Small world map of zoo</li> <li>• Animal world/map</li> </ul>

		<ul style="list-style-type: none"><li>• Changing seasons</li><li>• English wildlife</li></ul>	that's what makes us unique <ul style="list-style-type: none"><li>• Journeys to school</li></ul>			
Year 1	<b>Local community</b> <ul style="list-style-type: none"><li>• Look at a range of maps.</li><li>• Recognise local places from photographs.</li><li>• Use photographs to follow a map.</li><li>• Simple fieldwork throughout – compass directions and use when exploring locally.</li><li>• Make their own map to a place in the local village.</li><li>• Key landmarks and different features in local community.</li></ul>	<b>Weather</b> <ul style="list-style-type: none"><li>• Identify seasonal and daily weather patterns in the UK.</li><li>• Recognise different weather symbols.</li><li>• Identify the location of hot and cold areas of the world – locate on world map.</li><li>• Recognise and understand the where the equator and North and South Poles are.</li></ul>	<b>Beaches and Oceans/ UK and landmarks</b> <ul style="list-style-type: none"><li>• Understand the UK is made up of 4 countries.</li><li>• Locate the UK on a world map and globe.</li><li>• Locate Norton/Gloucester on a map of England.</li><li>• Describe the capital cities of each country and some of their landmarks.</li><li>• Explain some physical and human features of each country.</li><li>• Key vocab: labelling key places such as harbour etc.</li><li>• Understand that beaches are on the coast and locate different beaches around the UK e.g. Weston Super Mare, Clevedon, Chepstow.</li></ul>			



			<ul style="list-style-type: none"> <li>• Begin to understand oceans.</li> </ul>
Year 2	<b>Comparing localities – UK and Peru</b> Children should have some prior understanding of the UK (countries and capital cities) from Year 1. <ul style="list-style-type: none"> <li>• Similarities and differences between Norton/London and Peru.</li> <li>• Find where they live on map of UK.</li> <li>• Find UK and Peru on map of world.</li> <li>• Physical features of home town.</li> <li>• Explain what makes their town special.</li> <li>• Describe physical features of local place using words such as; forest, hill, mountain, valley – compare these with the distant place (Peru).</li> <li>• Describe human features of local place using words such as; jobs people do, famous buildings – compare with distant place (Peru).</li> </ul>	<b>Discreet geography: Castles</b> <ul style="list-style-type: none"> <li>• Location of castles</li> </ul>	<b>Katy Morag, Isle of Coll</b> <ul style="list-style-type: none"> <li>• Locate Isle of Coll on map of UK – which country is it in? (Scotland).</li> <li>• Describe some physical features of an island, such as; beach coast, cliff, sea and ocean.</li> <li>• Describe some human features of an island, such as; town, village, farm, house, harbour and shop.</li> <li>• Explain what makes the seaside special.</li> <li>• Explain what facilities a town or village might need.</li> <li>• Discuss some similarities and differences with living on the Isle of Coll with Norton.</li> <li>• Identify 7 continents and 5 oceans.</li> </ul>
Year 3	<b>Discreet geography: Prehistoric Britain</b> <ul style="list-style-type: none"> <li>• Location of Stonehenge</li> </ul>	<ul style="list-style-type: none"> <li>• Japan</li> <li>• Use maps and atlases to locate</li> </ul>	<b>Discreet geography: Ancient Greece</b> <ul style="list-style-type: none"> <li>• Location of Greece</li> </ul>

	<ul style="list-style-type: none"> <li>Life in prehistoric Britain</li> </ul>	<p>Japan on a world map.</p> <ul style="list-style-type: none"> <li>Explore the key human and physical characteristics of Japan.</li> <li>Discuss some key physical features – earthquakes, volcanoes – and explore the human impact these have. Case Study of Japan earthquake and volcano.</li> <li>Explain how earthquakes and volcanoes happen and why they are common in Japan – tectonic plates.</li> <li>Explore the human features of Japan, such as; food, language, population and culture – compare this with our culture.</li> <li>Explore some large cities, such as Tokyo.</li> </ul>	<ul style="list-style-type: none"> <li>Continent knowledge, Europe</li> </ul>
Year 4	<p><b>Discreet geography: Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>Location of Egypt on map of world</li> <li>Uses of the River Nile</li> </ul>	<p><b>South America, rainforests</b></p> <ul style="list-style-type: none"> <li>Use maps and atlases to locate South America on world map.</li> <li>Use maps and atlases to locate Amazon Rainforest within South America – which countries the rainforest covers.</li> </ul>	<p><b>Discreet geography: Ancient Romans</b></p> <ul style="list-style-type: none"> <li>Map of Roman Empire</li> <li>Compare maps that show the spread of the Empire across Europe</li> </ul>

		<ul style="list-style-type: none"> <li>○ Use maps to locate the worlds rainforests – where are they found and why? Discuss language – equator, tropics.</li> <li>○ Explore the physical features of a rainforest – layers, plants, climate.</li> <li>○ Explore the human features of a rainforest – indigenous people.</li> <li>○ Explain deforestation and discuss the positive and negative impacts this has on the rainforest and humans.</li> <li>○ Describe how rainforests have an impact on people's lives.</li> </ul>	
Year 5	<b>Our local area</b> <ul style="list-style-type: none"> <li>• Explore OS maps</li> <li>• Create own map of local area</li> <li>• Walk around local area using maps and compasses</li> <li>• 4 figure grid references on OS maps</li> </ul>	<b>Discreet geography: World War Two</b> <ul style="list-style-type: none"> <li>• Locate on a world map the countries involved in the war</li> <li>• Describe the allies and axis, using locational knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Switzerland and Gloucester</b></li> <li>• Locate Bern on map of Switzerland and London on map of UK.</li> <li>• Use maps and atlases to locate Switzerland and UK on maps – compare locations.</li> <li>• Explore human features of both cities and compare – museums, cathedrals.</li> <li>• Explore physical features of both cities and compare – river, valley.</li> <li>• Explain the culture of both cities – does Bern have a similar culture and way of life to London?</li> </ul>

			<ul style="list-style-type: none"> <li>• Mountain and river formations</li> <li>• Water cycle</li> </ul>
Year 6	<b>Discreet geography: Early Islamic Empire</b> <ul style="list-style-type: none"> <li>• Locate Baghdad on a world map or atlas.</li> <li>• Describe local life in Baghdad</li> </ul>	<b>Earth Matters</b> <ul style="list-style-type: none"> <li>○ Use maps and atlases to locate the world's mountain ranges, volcanoes and earthquakes.</li> <li>○ Explain how the world's physical features – earthquakes, mountains and volcanoes - are formed with tectonic plates – and why certain areas in the world are more affected by these features – plate boundaries.</li> <li>○ Explain how coasts and coastal features are formed.</li> <li>○ Explain how rivers are formed, with use of the water cycle.</li> <li>○ Use maps and atlases to locate the world's biomes and climate zones.</li> <li>○ Explore and explain the impact these physical formations have on humans – and vice versa – how humans have an impact on the physical geography of the world.</li> </ul>	<b>Discreet geography: Viking and Saxon</b> <ul style="list-style-type: none"> <li>• Locate the routes the Vikings and Saxons took on a map of Europe.</li> <li>• Describe life of Vikings and Saxons and discuss how they differ.</li> </ul>