

Progression of skills and knowledge

SUBJECT: GEOGRAPHY



Statement of INTENT:

Geography is the study of people and places and the interaction between them. Geography starts with the children's immediate experiences, and then extends pupils' interests and knowledge beyond this to enable them to interpret the images and information about people and places in the world. Geography is concerned with the study of place, space and environment. Pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is, by nature, an enquiry-based subject, which develops and understanding of key concepts, knowledge and skills.

EYFS	KS1	KS2		
Understanding the World	National Curriculum statements:	National Curriculum statements:		
Understanding the world involves guiding	Pupils should be taught to:	Pupils should be taught to:		
children to make sense of their physical	Locational knowledge	Locational knowledge		
world and their community. The	-name and locate the world's seven continents	-locate the world's countries, using maps to focus on		
frequency and range of children's	and five oceans	Europe (including the location of Russia) and North and		
personal experiences increases their	-name, locate and identify characteristics of the	South America, concentrating on their environmental		
knowledge and sense of the world around	four countries and capital cities of the United	regions, key physical and human characteristics, countries,		
them – from visiting parks, libraries and	Kingdom and its surrounding seas	and major cities		
museums to meeting important members	Place knowledge	-name and locate counties and cities of the United		
of society such as police officers, nurses	-understand geographical similarities and	Kingdom, geographical regions and their identifying		
and firefighters. In addition, listening to a	differences through studying the human and	human and physical characteristics, key topographical		
broad selection of stories, non-fiction,	physical geography of a small area of the United	features (including hills, mountains, coasts and rivers), and		
rhymes and poems will foster their	Kingdom, and of a small area in a contrasting	land-use patterns; and understand how some of these		
understanding of our culturally, socially,	non-European country	aspects have changed over time		
technologically and ecologically diverse	Human and physical geography	-identify the position and significance of latitude,		
world. As well as building important	-identify seasonal and daily weather patterns in	longitude, Equator, Northern Hemisphere, Southern		
knowledge, this extends their familiarity	the United Kingdom and the location of hot and	Hemisphere, the Tropics of Cancer and Capricorn, Arctic		
with words that support understanding	cold areas of the world in relation to the Equator	and Antarctic Circle, the Prime/Greenwich Meridian and		
across domains. Enriching and widening	and the North and South Poles	time zones (including day and night)		
children's vocabulary will support later	-use basic geographical vocabulary to refer to:	Place knowledge		
reading comprehension.	key physical features, including: beach, cliff,	-understand geographical similarities and differences		
	coast, forest, hill, mountain, sea, ocean, river,	through the study of human and physical geography of a		
	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 -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	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.
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geographical questions e.g. What is it like to live in this place?atlases and globes to identify the United Kingdom and its countries, as well as the countries, observational skills to study the geography of the school and its groundsatlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studieduse a widening questions, e.g. Describe the landscape. Why is it like this? How erosion, deposition, transportation, headland, volcanoes, earthquakesuse geographical terms such as meander, tost as contour, height, valley, erosion, industry, transport, using 6 fig transport, water cyclefieldwork terms such as meander, tost as contour, height, valley, erosion, industry, transport, volcanoes, earthquakesfieldwork terms such as meander, tost as contour, height, valley, erosion, industry, transport, water cyclefieldwork terms such as meander, terms such as meander, tost as contour, height, valley, erosion, industry, transport, water cycleuse geographical terms such as meander, terms such as terms s	vre detailed s sketches/diagrams work instruments
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Use locational and dra; left and and draw mountain directional language right, to describe the conclusions such (e.g. near and far; left location of features as make grid references cycle	ones, biomes and
directional language right, to describe the conclusions such (e.g. near and far; left location of features as make grid references cycle	on belts, rivers,
(e.g. near and far; left location of features as make grid references cycle	ns, volcanoes and
	kes, and the water
and right) to describe and routes on a map comparisons	
	ight points of a
	four and six-figure
	ences, symbols and
	iding the use of
	e Survey maps) to
	knowledge of the
	ngdom and the
	na
	nd and use a
symbols in a key terms such as references widening	
	lical terms such as
	ral, land use,
	pility, tributary,
transport, complex keys trade link	
settlement, water	
	s, charts etc. to
	lecision making
	e location of places
geographical geographical e.g. new l	
words such as cliff, terms such as	- /
ocean, valley, climate zones,	
vegetation, soil, biomes and	

	mountain, port,	vegetation belts,
	harbour, factory,	rivers,
	office	mountains,
		volcanoes and
	Use basic	earthquakes, and
	geographical	the water cycle
	words such as cliff,	,
	ocean, valley,	Use the eight
	vegetation, soil,	points of a
	mountain, port,	compass, four
	harbour, factory,	and six-figure
	office	grid references,
		symbols and key
	Use and interpret	(including the use
	maps, globes,	of Ordnance
	atlases and digital	Survey maps) to
	mapping to find	build my
	countries and key	knowledge of the
	features	United Kingdom
	Use four figure	and the wider
	grid references	world
		Understand and
	Use the 8 points of	use a widening
	a compass	range of
		geographical
	Make plans and	terms such as
	maps using	urban, rural, land
	symbols and keys	use,
		sustainability,
		tributary, trade
		links

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
People,	Understand how some	Name and place	Point to where	Recognise the	Locate the world's	Identify and
Culture and	places are linked to other	the world's seven	counties are within	different shapes of	countries, using	describe the
Communities	places e.g. roads, trains	continents and	the UK and their key	continents	maps to focus on	significance of the
		five oceans	topographical		Europe (Finland)	Prime/Greenwich
Describe their			features	Know features	concentrating on	Meridian and
immediate		Name, place and		nearby and beyond	their environmental	time zones
environment using		identify	Name and locate	the UK	regions, key	including day and
knowledge from		characteristics of	the cities of the UK		physical and human	night
observation,		the four countries		Show where	characteristics,	
discussion, stories,		and capital cities		countries are within	countries, and	Describe where a
non-fiction texts and		of the United		Europe, including	major cities	variety of places
maps;		Kingdom		Russia		are in relation to
						physical and
Explain some		Name, locate and		Recognise that		human features
similarities and		identify		people have differing		
differences between		characteristics of		quality of life living in		Name and locate
life in this country		the seas		different locations		counties and
and life in other		surrounding the		and environments		cities of the
countries, drawing		United Kingdom				United Kingdom,
on knowledge from				Explain how the		geographical
stories, non-fiction				locality is set within a		regions and their
texts and – when				wider geographical		identifying human
appropriate – maps.				context		and physical
						characteristics,
				Locate the world's		key topographical
				countries, using		features
				maps to focus on		(including hills,
				Europe and North		mountains, coasts
				and South America,		and rivers), and
				concentrating on their environmental		land-use patterns; and understand
						how some of
				regions, key physical and human		these aspects
				characteristics,		have changed
				countries, and major		over time
				cities		over time

Locational knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	The Natural	Describe seasonal	Identify seasonal	Know the physical	Describe human	Explain about	Describe and understand
	World	weather changes	and daily weather	and human	features of UK	weather conditions /	key aspects of human
			patterns in the	features of my	regions, cities and	patterns around the	geography, including: types
	Explore the		United Kingdom	locality	/or counties	UK and parts of	of settlement and land use,
	natural world		and the location of			Europe	economic activity including
	around them,		hot and cold areas	Explain about	Understand the		trade links, and the
	making		of the world in	weather conditions	effect of landscape	Explain how rivers	distribution of natural
	observations and		relation to the	/ patterns around	features on the	erode, transport and	resources including energy,
	drawing pictures		Equator and the	the UK and parts of	development of a	deposit materials	food, minerals and water
	of animals and		North and South	Europe	locality		
	plants;		Poles			Understand how	
-					Describe how	humans affect the	
)	Know some		Use basic		people have been	environment	
	similarities and		geographical		affected by		
J	differences		vocabulary to refer		changes in the	Explain about	
	between the		to physical		environment	changes the to the	
	natural world		features, including:			World environment	
	around them and		beach, cliff, coast,		Explain about key		
-	contrasting		forest, hill,		natural resources	Understand why	
	environments,		mountain, sea,		e.g. water in the	people seek to	
	drawing on their		ocean, river, soil,		locality	manage and sustain	
	experiences and		valley, vegetation,			their environment	
	what has been		season and		Explore weather		
	read in class;		weather		patterns around	Describe and	
					parts of the world	understand key	
	Understand some		Use basic			aspects of physical	
	important		geographical			geography, including:	
	processes and		vocabulary to refer			climate zones, biomes	
	changes in the		to human features,			and vegetation belts,	
	natural world		including: city,			rivers, mountains,	
	around them,		town, village,			volcanoes and	
	including the		factory, farm,			earthquakes, and the	
	seasons and		house, office, port,			water cycle	
	changing states of		harbour and shop				
	matter.						

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Name, describe and	Understand	Understand why	Know about the		Compare the physical
		compare places	geographical	there are	wider context of		features of a region of the
			similarities and	similarities and	places - region,		UK and a region in South
		Link home with other	differences	differences	country		America, identifying
		places in my area	through studying	between places			similarities and differences
е			the human and		Understand why		
dg		Know about changes	physical geography	Show some sense	there are		
knowledge		that are happening in	of a small area of	of how places	similarities and		
		the local environment	the United	relate to each other	differences		
kn		e.g. at school	Kingdom, and of a		between places		
Place			small area in a				
		Suggest ideas for	contrasting non-		Compare the		
		improving the school	European country		physical features		
		environment			of a region of the		
					UK and a region in		
					North America,		
					identifying		
					similarities and		
					differences		