Geography - Progression of Knowledge and Skills

Early Years Foundation Stage (Early Learning Goals)

People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World ELG

Children at the expected level of development will:

- 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
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Stage 1

Location 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
- use basic geographical vocabulary to refer to: 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.

Key Stage 2

Location knowledge

- 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)

Place Knowledge

- 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

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
- describe and understand key aspects of:
  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.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location 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	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	Identify 7 continents, 5 oceans and their human and physical features Equator, Northern and Southern Hemisphere	Identify 7 continents, 5 oceans and their human and physical features Equator, Northern and Southern Hemisphere (R) Tropics of Capricorn and Cancer Coasts (of islands)	Identify 7 continents, 5 oceans and their human and physical features Equator, Northern and Southern Hemisphere, Tropics of Capricorn and Cancer (R) Arctic and Antarctic Circle	Identify 7 continents, 5 oceans and their human and physical features Equator, Northern and Southern Hemisphere, Tropics of Capricorn and Cancer, Arctic and Antarctic Circle (R) Prime/Greenwich Meridian and time zones
Place Knowledge			Identify contrasting non-European place Identify places of relevance and in the news. **Non-European Country - Tanzania** Waterlooville and Village Africa	Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news **European Study** Comparing Rome and London (R) **South American Study** Brazil	Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news **UK study** Comparing Manchester to Waterlooville/London (R)	Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news. **Europe - Greece** (History unit) **North American study** New York (linked to English unit) compared to other UK cities (R)	Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news. **European Study** Iceland
Contextual World Knowledge		**Have used maps and images to have basic locational knowledge** about individual places and environments, especially in the local area, but also in the UK and wider world.	**Have simple locational knowledge about individual** places and environments, especially in the local area, but also in the UK and wider world.	**Have begun to make simple links with world locational knowledge**, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	**Have begun to develop a framework of world locational knowledge,** including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	**Have begun to make connections from patterns of knowledge of the world**, including globally significant physical and human features.	**Have a more detailed and extensive framework of knowledge of the world**, including globally significant physical and human features and places in the news.
Location and Place Vocabulary Progression		Continent – Europe, Asia, Africa, North America, South America, Oceania, Antarctica Ocean Country/ UK/ England/ Scotland/ Wales/ Northern Ireland Waterlooville	Ocean – Pacific, Atlantic, Arctic, Indian, Southern Sea – English Channel, Irish Sea, North Sea Capital city – London/Cardiff/ Edinburgh/Belfast County - Hampshire Equator Tanzania/Dodoma/ Yamba	Continent, country, county Italy Brazil Northern Hemisphere Southern Hemisphere	Manchester Coasts Tropic of Capricorn Tropic of Cancer Longitude, Latitude	Greece New York Arctic Circle Antarctic Circle	Iceland Greenwich Meridian time zones

Human and Physical Geography		**Weather patterns**	**Hot and Cold Areas** (Titanic/Village Africa link)	Physical **Climates, Biomes and Vegetation Belts** Human types of settlement and land use trade links	Physical **The Water Cycle** **Coasts** Human types of settlement and land use trade links	Physical **Rivers and Mountains** Human types of settlement and land use trade links	Physical **Volcanoes and Earthquakes** Rivers (R linked to Nile) Human types of settlement and land use trade links **distribution of natural resources including energy, food, minerals**
Understanding		Show **simple understanding by describing the places and features they study** using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Show **understanding by describing the places and features they study** using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Interpret their knowledge and understanding of the wider world by **investigating places beyond their immediate surroundings**, including human and physical features and patterns, how places change and some links between people and environments. **They begin to compare places, and understand simple reasons for similarities and differences.**	**Demonstrate their knowledge and understanding of the wider world** by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. **They become more adept at comparing places, and understand some reasons for similarities and differences.**	**Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing**. They know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. **They show simple understanding of the links between places, people and environments.**	**Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing.** They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.

Human and Physical Geography Vocabulary Progression		similar, different local, landmark town, farm, house, flats, shop beach, forest, river, mountain, coast, ocean, soil, weather, season, deciduous, evergreen cloud, ice, rain, precipitation, snow, sunshine, temperature, wind	urban, rural, region, habitat, climate terraced, semi-detached, detached, city, village, factory, office, port, harbour cliff, hill, sea, valley, vegetation,	location, global agriculture, business, export, import, borders, deforestation, bungalow, high street, land use, logging, population, settlement, crops, trade, fair trade, organic, customers, wages biomes – biodiversity, boreal forest / Taiga, climate, coniferous forest, deciduous forest, desert, ecosystem, environment, flora, rainforest, savanna, temperate, tundra, vegetation belt climate, continental climate, equatorial climate, humidity, maritime climate, precipitation, temperature, season	industrial, out of town shopping centre, residential area, employment, tourism water cycle - atmosphere, condensation, evaporation, infiltration, impermeable, interception, precipitation, saturated, surface run off, transpiration coasts -arch, bay, beach, deposition, cave, cliff, erosion, headland, long shore drift, sea defences, spit, stack, stump, tide, transportation, waves	mega-city, suburb pollution rivers - bed, bank, channel, confluence, current, delta, downstream, deposition, depth, erosion, estuary, flood, flood plain, gorge, irrigation, lower course, meander, middle course, mouth, oxbow lake, river basin or drainage basin, source, transportation, tributary, upper course, valley, velocity, waterfall, watershed, width	economic activity, globalization, energy - fossil fuels, fracking, hydropower, minerals, non-renewable, renewable, nuclear power, solar, turbines, distribution volcanoes - convection currents, core, crust, earthquake, fold mountains, lava, magma, mantle, boundary, pressure, pyroclastic flow, Richter scale, tectonic plates, tremors, tsunami, vent, volcanic bombs,

Map Skills	Recognise a map of the world and a globe. Use basic directional language; up, down, under and around. Draw a simple map using imagination of knowledge of a specific place i.e. Year F outdoor area, bedroom. Can ask simple questions about places, features and environments.	Use maps, images and globes to identify the locational knowledge. Interpret simple symbols on a map. (Collins First Atlas to use political, picture, and weather maps, digital maps for UK weather, school and local area) Use simple **directional language – near, far, left and right** (introduce – NSEW) to describe the location of features and routes on a map. Can use **plan perspectives** to recognise landmarks and basic human and physical features (school and grounds) Draw a **simple map** from imagination, stories or knowledge (cschool grounds) **Create and use symbols in a key**. (road, river, path, building, water, woods, car park)	Use a simple atlas. Interpret simple symbols on a map. Use aerial photos to recognise landmarks and basic human and physical features. Describe the location of features and routes on a map Use simple **directional language (simple compass directions) - NSEW** to describe the location of features and routes on a map, and give and follow directions Can use **aerial perspectives** to recognise landmarks and basic human and physical features (local area) Draw a **simple map** and **use agreed realistic (in line with OS map)** symbols to make a simple key. (school, shop, church, office, lake, sea, grass, playground, railway, bus stop)	Confidently use globes and a range of maps and images. Compare different maps. Use **symbols and letter and number coordinates** to locate features on a map. Confidently use **simple compass directions (NSEW)** and introduce the **eight points compass** directions to follow and give directions on a detailed map. Draw a **simple map of a familiar short route** from knowledge and journeys. Use **simple annotations and some OS symbols** in a key to show human and physical features.	Confidently use globes, atlases, images, aerial photos and begin to use computer mapping. Begin to interpret maps and images. Use **four -figure grid references** to locate features on a map. Use the **eight points compass** directions to follow and give directions on a detailed map. Draw an **accurate map of a short route from knowledge or journeys. Use OS symbols** in a key to show human and physical features.	Confidently use globes, atlases (including the contents page and index) images, aerial photos and continue to develop computer mapping. Interpret a range of maps and images. . Use **four-figure grid references** to locate features on a map and **introduce six-figure** grid references. Use the **eight points compass** directions to follow and give directions on a detailed map. Draw **detailed maps** using **OS symbols and a key** to show human and physical features and **begin to use scale.** **Begin to use scale to measure distances**.	Confidently use a range of maps, atlases, images, globes and digital mapping. Confidently interpret a range of maps and images . Confidently use **four and six figure grid references** to locate features on a map. Use the **eight points compass** directions to follow and give directions on a detailed map. Draw **a variety of detailed maps**, sketches and plans with **accurate symbols, keys and scale** **Use scale to measure distances**.

Fieldwork **(HIAS)**	Make basic observations about the environment they are in. Can draw a basic sketch map showing some key features in the environment they are in or know. Can work in a group to ask questions.	Make simple observations. Use a photo, video, or audio (taken by adult) as evidence of what they have seen. Draw a simple sketch map showing key features of the school, its grounds and surrounding environment. Work with an adult to ask questions about the school and its grounds and surrounding environment. Measure using simple words and frequency recording. Reach a simple conclusion to the fieldwork question or prediction.	Make detailed observations. Use a photo, video, or audio as evidence of what they have seen. Draw a sketch map with labels showing key features of the school, its grounds and surrounding environment. Ask an adult questions about the school and its grounds and surrounding environment. Measure using guided tally and standard units such as minutes and metres. Present findings simply using maps, tables, or graphs. Reach a simply described conclusion to the fieldwork question or prediction	Make links to different observations in the local area. Use a camera, video, or audio to gather appropriate data. Draw a sketch map with simple annotations showing human and physical features of the local area. Can confidently ask questions to a range of people. Measure using a tally and standard units. Identify benefits and limitations of data collection methods. Present data and findings simply using maps, graphs and digital technology. Reach a described conclusion to the fieldwork question or prediction	Make clear links between different observations in the local area. Use a camera, video, or audio to gather appropriate data. Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. Can devise and ask questions using geographical vocabulary. Measure using simple instruments, digital technology and can measure more than one aspect at once. Describe benefits and limitations of data collection methods. Present data and findings using maps, graphs and digital technology. Reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction	Make clearly explained links between different observations in the local area and the wider world. Use a camera, video, or audio to gather appropriate data. Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. Can devise and ask questions using geographical vocabulary and make notes during interview to express own opinions. Measure human and physical features in the local area using a range of appropriate instruments. Simply justify data collection methods. Independently present data and findings using maps, graphs and digital technology to show enquiry route from question to conclusion. Reach a described and explained conclusion to the fieldwork question or prediction that is backed up with evidence.	Make clearly explained links between different observations in the local area and the wider world. Use a camera, video, or audio to gather appropriate data. Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. Can devise and ask questions using geographical vocabulary and make notes during interview to express own opinions and recognize why others may have different points of view. Accurately measure human and physical features in the local area using a range of appropriate instruments. Confidently justify and evaluate data collection methods. Independently present data and findings using maps, graphs and digital technology to show enquiry route from question to conclusion. Reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence.

Geographical enquiry		Be able to investigate places and environments **with adult modelling by asking and answering basic questions,** making simple observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments **by asking and answering questions, making observations** and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. **They can express their opinions and recognise that others may think differently.**	Be able to investigate places and environments i**ndependently** by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. **They can express their opinions and recognise that others may think differently.**	Be able to carry out investigations using different geographical questions, skills and sources of information including a variety of maps, graphs and images. **They can express and simply explain their opinions, and recognise why others may have different points of view.**	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. **They can express and explain their opinions with evidence, and recognise and explain why others may have different points of view.**
Map skills and field work Vocabulary Progression	map, globe Up, down, under, around, next to	Landmark, plan, Sketch map left, right, near, far North, East, South, West bigger, smaller, **symbols -** road, river, path, building, water, woods, car park (see human and physical vocabulary)	atlas, aerial photos, symbols, key school, shop, church, office, lake, sea, grass, playground, railway, bus stop (see human and physical vocabulary)	human and physical maps, climate, population, North, Northeast, East, Southeast, South, Southwest, West, Northwest symbol, letter, number coordinate OS symbols	political map, land use map, boundary North, Northeast, East, Southeast, South, Southwest, West, Northwest 4 figure grid reference OS symbols	Topographic map, resource map North, Northeast, East, Southeast, South, Southwest, West, Northwest 4 figure grid reference 6 figure grid reference OS symbols human and physical features Scale, distance	Topographic map, resource map North, Northeast, East, Southeast, South, Southwest, West, Northwest 4 figure grid reference 6 figure grid reference OS symbols human and physical features Scale, distance