

Geography – Progression of Knowledge and Skills

Pupils should be taught to:

Locational – Substantive Knowledge			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
- I know that there are many different countries around the world. - I know the name of the village the school is in. - I know that there are different countries in the world. I know the names of some countries.	- I can name and locate the country I live in. - I can name and locate countries in the UK. - I can describe the location of objects and features on a map. - I can name and locate the four countries of the UK. - I can identify the country I live in. - I can name the continent I live in. - I can identify the four compass directions and understand that the arrow on a compass always shows north. - I can locate the UK and the four countries in the UK. - I can locate the seas and oceans surrounding the UK. - I can name the seven continents of the world. - I can name the five oceans of the world. - I can name some characteristics of the four capital cities of the UK. - I can name the four capital cities of the UK.	- I can name and describe the four layers of the Earth. - I can name and locate some of the world's significant mountain ranges and the continent they are on. - To describe Antarctica's location. - I can name some counties and cities in the UK local to my area. - I can describe how the local area has changed. - To name and locate some of the world's longest rivers. - To know where North and South America are on a world map. - To know the names of some countries and major cities in Europe and North and South America. - To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres - To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; - To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.	- I can locate the Alps on a map. - To know the location of key physical features in countries studied. - To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones. - I can name many cities and counties in the UK. - I can name many countries and cities in Europe and North and South America. - I can confidently name up to twelve geographical regions in the UK.
Place – Substantive Knowledge			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
I know about features of the immediate environment.	I can use directional language to describe the location of objects in the classroom and playground.	I know that an earthquake is caused when two plate boundaries move and shake the ground.	- I can compare similarities and differences between a local area and the Alps. - To locate and describe the significance of the Great Barrier Reef.

• I know that some places are special to members of my class and the community. • I know what the weather is like in the Spring and Summer.	• I can comment on, ask and answer simple questions about the features of the school grounds. • I can recognise landmarks, human and physical features on aerial photographs. • I know that a capital city is the city where a country's government is located. • I can define what the coast is. • I can locate the coasts of the UK. • I can make comparisons between the UK and Asia.	• I know that mountains and volcanoes form along plate boundaries, and that earthquakes happen there. • I know different types of settlement. • I can describe how land is used. • I can describe different types of settlement. • I can compare land use in two different locations. • To know the names of some of the world's most significant mountain ranges. • To know that countries near the Equator have less seasonal change than those near the poles.	• To know, explore and describe features of a desert. • To name and describe some vegetation belts, and know they are areas of the world that are home to similar plant species. • To explore the similarities and differences between two physical environments. •
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Human and Physical – Substantive Knowledge

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
• I know what the weather is like in the Autumn. • I know that people in my class and around the world have different religions • I know what the weather is like in the Winter. • I know that different countries have different types of weather. • I know that the weather will	• I can recognise and discuss some human and physical features • I know some key physical and human features of the UK. • I can draw a simple sketch map of the playground or school grounds using symbols to represent human and physical features. • I can identify the human and physical features of the coast. • I can identify similarities and differences between human and physical features. • I can identify human and physical geography and features in Fiji/ Nepal. • I can identify the four seasons and the current season and describe some seasonal changes, suggesting appropriate clothing and activities for each season. • I can observe and describe daily weather patterns.	• I can explain how mountains and volcanoes are formed. • I can identify positive and negative effects of living near a volcano. • To describe human and physical features. • To understand the position of the lines of latitude and longitude. • I can identify human and physical features in my area. • To identify and locate human and physical features on a map. • To describe how the water cycle works. • To recognise the features and courses of a river. • To describe how rivers are used. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know the world's biomes.	• I can describe the features of an Alpine region. • I can locate the key human and physical characteristics of the Alps. • I know why tourists visit mountain regions and can suggest what there is to do. • To know why the ocean is important. • To know some positive and negative impacts of humans on the environment, particularly coral reefs and oceans. • To summarise the characteristics of a desert biome. • To explain the different ways humans use the desert. • To describe some of the threats facing the desert. • I understand how climates impact on trade, land use and settlement.

change as the season changes from winter to spring.	I can explain the location of human and physical features using some directional language.	- To know the world's different climate zones. - To know the threats to the rainforest both on a local and global scale. - To explain the impact of food choices on the environment. - To understand the importance of trading responsibly.	- I understand population has grown significantly and can give some reasons why. - I know some negative impacts of humans on the environment. - I know migration is the movement of people from one country to another. - I know that natural resources can be used to make energy and why these are important. - I know how energy is generated and distributed. - I can explain reasons for choosing an energy source. - To know some positive and negative impacts of humans on the environment.
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Geography Skills and Fieldwork – Substantive Knowledge

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
I know that a map can help plan a journey.	- To world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. - To use simple compass directions and locational and directional language to describe the location of features and routes on a map. - To 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. - To 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. - To present findings of data in a tally chart or pictogram.	- To use a four-figure grid reference to plot a route. - To plan a route on a map using compass points. - To collect data on the features of a local river. - To describe the journey of a cocoa bean. - To map and calculate the distance food has travelled. - To design and use data collection methods to find where our food comes from. - To discuss the advantages and disadvantages of buying both locally and imported food.	- I know and can use a range of data collection methods. - I can develop an enquiry question. - I can determine the best data collection method for fieldwork. - I can collect data in order to answer an enquiry question. - I can determine an answer to an enquiry question. - I can present my findings.

Disciplinary Skills

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
I can use stories to help me recognise and describe different locations.	- Use maps to identify places in the UK. - Use maps, atlases, globes and Google Earth to locate countries and cities.	Use maps to locate countries, physical features, volcanoes and significant mountain ranges.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

• I can describe what I see, hear and feel whilst outside. • I can talk about Autumnal weather. • I can talk about the difference between where I live and a cold country. • I can recognise some environments that are different to the one I live in. • I can talk about changes in weather. • I can recognise some similarities and differences between life in this country and life in other countries. • I can explore the natural world around me. • I can draw information from a simple map. • I can use a simple key and add features to a map. • I can talk about features of a journey. • I can talk about some animals/plants and what climates they need.	• Use an atlas to locate the UK, Europe and Asia (South) on a map. • Follow maps around local area. • Create a simple map of my environment. • Use directional language to describe the location of objects and features. • Use a simple key. • Use compass directions to describe locations. • Draw compass points, as well as simple pictures and symbols on a map. • Observe changes in weather. • I can use aerial photographs to sort and locate physical and human features. • Understand that maps need a title and a purpose. • To know that maps need a key to explain what the symbols and colours represent. • Use aerial photographs to identify landmarks and other key human and physical features. • To investigate how people use the local coast. • To present findings on how people use the local coast. • Identify human and physical characteristics of the four capital cities in the UK. • Use a map to show the continent, country, city, town or village they live in. • Recognise landmarks, human and physical features on aerial photographs and plan perspectives. • Drawing a map and using class agreed symbols to make a simple key. • Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. • Drawing objects to scale (e.g show the school playground is smaller than the school or school field). • Use locational language and compass points. • Discuss features they can see. • Ask and answer simple questions.	• Find countries and features of countries in an atlas, using content and index. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Locate cities, countries, landmarks, human and physical features using maps. • Beginning to use maps at more than one scale. • Using simple sampling techniques appropriately. • Locate cities, countries, landmarks, human and physical features using maps. • Observing, recording, and naming geographical features in their local environments. • Asking and answering one-step and two-step geographical questions. • Describing how a locality has changed over time, giving examples of both physical and human features. • Taking digital photos and labelling or captioning them. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Finding answers to geographical questions through data collection. • Using maps to locate places and features. • Data collection on features of a local river. • Use of maps, globes, atlases and computer mapping to identify countries, continents, equator, tropics lines and lines of latitude and longitude.	• Commenting and questioning. • Asking and answering of questions. • Understanding similarities and differences between two places. • 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. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • Commenting and questioning.
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	• Presenting data in simple tally charts or pictograms and commenting on what the data shows.	• Observing, measuring and recording- presenting findings of human and physical features of biomes and climate zones. • Making comparisons- asking and answering questions/commenting. • Use of maps, globes, atlases and computer mapping to identify where food has come from and how far it has travelled. • Observing, measuring and recording- presenting findings of food choices on the environment. • Making comparisons- asking and answering questions/commenting- the importance of trading responsibly. • Design/Data collection- finding out where food comes from.	• 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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