

Geography

Progression of Knowledge and Skills



| Key Vocabulary | | | | | | | |
|---|---|---|--|--|---|---|---|
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| village town seasons place people path park map house hill journey building farm animals | animals beach building city countryside desert England farm flag forest globe hill house journey lake land language local map mountain park path people | Atlantic Ocean autumn building beach capital city castle church city cloud cliff coast cold compass country countryside desert England farm forest freezing hot Ireland Irish Sea island local area map month | adapt Africa Antarctica Arctic Ocean Asia Atlantic Ocean atlas Australia beach Cardiff cliff coast compass continent diagram desert Dublin East Edinburgh England equator Europe Facilities farm forest globe habitat harbour | ash cloud atlas climate zone compass continent dormant earthquake equator European grid reference human features index landscape land use locality Mediterranean mountain range North East North West Northern Hemisphere Ordnance Survey Precipitation region South East South West tropical | aerial aftershock Antarctic Circle Arctic Circle atlas avalanche British Isles cities compass points (8) earthquake economic activity eruption European island key measure Ordnance Survey rainfall renewable survey topographical tropics trade | aerial Amazon River biomes climate digital mapping distance economical features fieldwork graph itinerary journey land use locality mountainous Ordnance Survey riverbank River Nile scale source symbols trade links transportation vegetation belts water cycle 4-figure grid references | aerial Arctic Circle Antarctic Circle biomes climate zones digital mapping distribution energy industrial minerals national Ordnance Survey port(s) scale settlements Soviet Union sustainable third world time zones trade links vegetation belts water |

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| | | North Sea place people rain route Scotland season snow spring street summer symbol temperature thunderstorm town United Kingdom valley vegetation village Wales weather wind/windy • | hill human Indian Ocean island Ireland London man-made maps mountain North North America oceans Pacific Ocean people photograph physical population port Scotland seaside South South America Southern Ocean town United Kingdom valley village Wales West wildlife | settlement volcano | | | |
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Nursery

Objectives (Understanding The World & Communication and Language)

- Develop their sense of responsibility and membership of a community.
- Continue developing positive attitudes about the differences between people.

Knowledge

- Know that there are different countries in the world

Skills

- Talk about the differences they have experienced or seen in photos.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Talk about what they see, using a wide vocabulary.

Reception

Objectives (ELG)

- 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.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.

Knowledge

- Learn new vocabulary.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.

Skills

- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Describe what they see, hear and feel whilst outside.

| Human and Physical Geography | | |
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| Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
| <p>Y1</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to; season, weather, city, town, village, factory, farm, house, office, port, harbour and shop. Know which is the hottest and coldest season in the UK Recognise and describe main weather symbols Recognise, describe and observe the human and physical features of a place (city, town and village) <p>Y2</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Identify the location of hot and cold areas of the world in relation to the equator and north and south poles. Identify physical features – mountain, lake, island, valley, vegetation, river, cliff, forest and beach Identify the hot and cold areas of the world (equator, North and South pole) Recognise, describe and observe the human and physical features of a place, and make comparisons (e.g. between a place in England and a place in a non-European country) | <p>Y3</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: volcanos and earthquakes Describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Know what causes an earthquake Label the different parts of a volcano Explain the location of human and physical features (eg: why is there not a settlement directly below a volcano?) <p>Y4</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: mountains, rivers and the water cycle. Describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Know and label the main features of a river Explain the features of the water cycle Know the name of, and locate, some of the world's longest rivers Know, and locate, some of the world's highest mountains Know why most cities are located by a river | <p>Y5</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts Describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Label the main features of a river and explain the purpose of a river. Locate The River Nile. Know what is meant by 'biomes' and identify the features of a specific biome and vegetation belts Label parts of a rainforest and know what is meant by deforestation Describe and understand key aspects of climate zones Describe economic activity such as trade links and the distribution of natural resources (eg: energy, food, water) (Link to how ancient Egyptians used the River Nile for growing crops, drinking water and transportation). <p>Y6</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains, volcanos and earthquakes and the water cycle. Describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. |

| Locational Knowledge | | |
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| Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
| <p>Y1</p> <ul style="list-style-type: none"> Name and locate and identify characteristics of the 4 countries of the United Kingdom and its surrounding seas. Know the names of the four countries that make up the UK Know the names of the three main seas that surround the UK <p>Y2</p> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans. Name and locate the capital cities of the United Kingdom. Know the names of, and locate, the seven continents of the world and the five oceans of the world. Know the names of, and locate, the four capital cities of England, Wales, Scotland and Northern Ireland | <p>Y3</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on environment regions, key human and physical characteristics, countries and major cities. Name and locate countries 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. Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere. Locate at least 8 countries in the world, including capital cities Identify UK cities and geographical regions Identify the position and significance of the equator, northern and southern hemispheres <p>Y4</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on environment regions, key human and physical characteristics, countries and major cities. Name and locate countries 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. Identify the position and significance of the tropics of Cancer and Capricorn, The Arctic and Antarctic Circle. Know and label the main features of a river Explain the features of the water cycle Know the name of, and locate, some of the world's longest rivers Know, and locate, some of the world's highest mountains | <p>Y5</p> <ul style="list-style-type: none"> *Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on environment regions, key human and physical characteristics, countries and major cities. Name and locate countries 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. Use maps, atlases and digital software to locate the world's countries (including Russia) and identify key physical and human features Use a compass and maps with four figure grid references <p>Y6</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains, volcanos and earthquakes and the water cycle. Describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Use a compass and maps with six figure grid references Know most of the ordinance survey symbols and use some of these to create a detailed map Know about different time zones and calculate differences |

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| | <ul style="list-style-type: none">• Know why most cities are located by a river• Know what is meant by the term 'tropics'• Identify the position and explain the significance of the tropics of• Cancer, Capricorn and the Arctic and Antarctic circles | |
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| Fieldwork Skills | | |
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| Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
| <p>Y1</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom. Use simple locational and directional language (for example, near and far, left and right) to describe the location of features. Use aerial photographs to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical feature of its surrounding environment. Know their address including postcode Use locational and directional language (eg: left, right, near, far) Observe a location, discussing likes and dislikes Use aerial photographs and plans to recognise places and landmarks Local survey (eg: traffic on road adjacent to school) <p>Y2</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans. Use simple compass directions (north, south, east and west) to describe the location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use maps, globes, atlases and digital software to locate the equator, North Pole and South Pole. Make a simple map using a key with basic symbols | <p>Y3</p> <ul style="list-style-type: none"> Use maps, globes and digital software to locate countries and describe features studied Use the 8 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 Know and name the eight points on a compass Use maps and digital software to locate at least 8 countries in the world, including capital cities Record information using questionnaires, surveys and sketches to investigate a place <p>Y4</p> <ul style="list-style-type: none"> Use maps, globes and digital software to locate countries and describe features studied Use symbols and keys (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 Make and use more detailed maps that use symbols and a key | <p>Y5</p> <ul style="list-style-type: none"> Use maps, globes and digital software to locate countries and describe features studied Use symbols and keys (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 Know how to use graphs to record features such as a temperature or rainfall across the world Identify questions and select appropriate ways to gather information and data through detailed sketches, observation, questionnaires and surveys Record information using a range of methods and draw conclusions <p>Y6</p> <ul style="list-style-type: none"> Use maps, globes and digital software to locate countries and describe features studied Use symbols and keys (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 a range of resources (including digital software) to plot a journey both locally and internationally |

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| <ul style="list-style-type: none">• Know compass directions – North, East, South, West• Use questionnaires to find out about a locality (eg: what do you like best about our village?) | <ul style="list-style-type: none">• Know how to plan a journey in the UK using a road map• Measure and record data using questionnaires, surveys and sketches in order to answer question | <ul style="list-style-type: none">• Go on the local journey, following the plotted route. Evaluate the• advantages and disadvantages of plotting a route• Compare aerial photographs to large-scale maps |
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| Environment | | |
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| Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
| <p><u>Y1</u></p> <ul style="list-style-type: none"> Understand similarities and differences through the study of human and physical geography of a small area of the United Kingdom. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Express views on features of the environment of a locality <p><u>Y2</u></p> <ul style="list-style-type: none"> Understand similarities and differences through the study of human and physical geography of a small area of the United Kingdom Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Express views on attractive and unattractive features of the environment of a locality | <p><u>Y3</u></p> <ul style="list-style-type: none"> 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 with North or South America. Describe how people can both improve and damage the environment <p><u>Y4</u></p> <ul style="list-style-type: none"> 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 with North or South America Observe how people have both improved and damaged the local environment through a local study | <p><u>Y5</u></p> <ul style="list-style-type: none"> 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 with North or South America Describe how a range of physical and human processes change an environment both positively and negatively (including natural disasters) <p><u>Y6</u></p> <ul style="list-style-type: none"> 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 with North or South America Describe and explain ways in which human activities affect the environment and recognise that people attempt to improve environments |