



Subject Area: Geography



Knowledge/skills progression	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location knowledge	<p>Nursery Begin to use simple positional language to describe where something is.</p> <p>Reception To explore the natural world around them. To explore the school grounds and use 'Google Earth' to explore the local area and beyond (based on children's interests).</p>	<p>Name and locate local town.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world's seven continents and five oceans.</p>	<p>Review of KS1 skills.</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the world's countries using maps. Name environmental regions and key physical and human characteristics.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Locate the main countries in Europe and North or South America.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night, and day.</p>	<p>On a world map locate the main countries. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Understand how maps have changed over time (empires, invasion, political and social structures).</p>

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Place Knowledge	<p>Nursery Talk about what they see, using a wide vocabulary.</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception Describe in some detail.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Articulate their ideas and thoughts using well formed sentences.</p>	Observe and describe the human and physical geography of a small area of the United Kingdom.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (WGC), and of 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	Understand geographical similarities and differences through studying human and physical geography of a region in the UK and region in a European country	Compare a region in UK with a region in N. or S. America with significant differences and similarities (volcanoes, earthquakes, and natural disasters).	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand reasons for similarities and differences.
Human and Physical Geography	<p>Nursery Use a wider range of vocabulary.</p> <p>To begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To know that there are different countries in the</p>	<p>Identify seasonal/daily weather patterns in the UK.</p> <p>Identify cold, hot, and mild areas of the world using maps.</p> <p>Use basic Geographical vocabulary to refer</p>	Compare seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the N/S poles (continents).	Describe and understand key aspects of: Physical geography including key topographical features (including hills, mountains, coasts, rivers) and land patterns; and understand how	Describe and understand key aspects of human and physical geography including trade links and Fair/unfair distribution of	Describe and understand key aspects of physical geography, including coasts, rivers and the water cycle including transpiration, climate zones, biomes, and vegetation belts.	Distribution of natural resources focussing on energy.

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	<p>world and talk about the differences they have experienced or seen in photos.</p> <p>Reception Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>To talk about immediate members of their family or community.</p> <p>Comment on images of familiar situations in the past.</p> <p>To draw information from a simple map.</p> <p>To recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different from</p>	<p>to physical features of their school and its grounds and of the surrounding environment.</p>	<p>Use basic Geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, mountain, ocean, river, soil, valley, vegetation, weather) and human features (city, village, factory, farm, office, port, harbour) of a contrasting non-European country.</p>	<p>some of these aspects have changed over time.</p>	<p>resources (Fairtrade).</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>	

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	the one in which they live.						

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Geographical Skills and Fieldwork	<p>Nursery To explore the school grounds.</p> <p>Reception To explore the school grounds and use 'Google Earth' to explore the local area and beyond (based on children's interests). Describe what they can see, hear and feel whilst outside.</p>	<p>Use world maps, atlases, and globes to identify the United Kingdom and its countries.</p> <p>Use locational and directional language (e.g., near and far, left, and right), and compass directions North, South, West, East.</p> <p>Describe the location of features and routes on maps (local walk).</p> <p>Use photographs to recognise landmarks and basic human and physical features, devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and locally (local walk).</p>	<p>Use maps, atlases, and globes to identify the continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the school's surrounding area.</p>	<p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, symbols, and keys to build knowledge of the United Kingdom and the 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, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes, and digital/computer mapping (Google Earth and Quiver) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, and four-figure grid references.</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>	<p>Use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate countries and describe features studied (mountain ranges).</p> <p>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 United Kingdom in the past and present.</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>	<p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</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>