

# Geography Progression of knowledge and skills

## Key Stage 1 National Curriculum Expectations

### Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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;
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

### Geographical Skills and Fieldwork

Pupils should be taught to:

- 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 National Curriculum Expectations

### Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

1. **Contextual world knowledge** of locations, places and geographical features.

**Progress is shown by pupils:**

- demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.

2. **Geographical understanding** of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.

**Progress is shown by pupils:**

- Extending from the familiar and concrete to the unfamiliar and abstract;
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments;
- Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.

3. **Geographical enquiry** – Competence in geographical enquiry, and the application of skills in planning, observing, collecting, analysing, evaluating and communicating geographical information.

- a) Enquiry planning and gathering data and information
- b) Numerical & quantitative skills in geography
- c) Organisation and communication

**Progress is shown by pupils:**

- Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

4. **Mapping skills** – competence in using maps

- a) Making and interpreting maps
- b) Direction
- c) Location
- d) Scale

**Progress is shown by pupils:**

- Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

## **Geography Progression of Skills**

EYFS	<p><b>Understanding the World</b></p> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li><li>• 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.</li></ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li><li>• 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</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li></ul>
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	Contextual world knowledge of locations, places and geographical features.	2. Geographical understanding	Geographical Enquiry			Mapping Skills			
			3a. Enquiry planning & gathering data and information	3b. Analysis, including numerical & quantitative skills in geography	3c. Organisation and communication	4a. Making and interpreting maps	4b. Direction	4c. Location	4d. Scale
<b>Year 1</b>	Observe the location of human and physical geographical features at a local scale	Recognise and use everyday terms to describe places and geographical features, e.g. empty, crowded, busy, steep, high, low Express likes and dislikes about places	Make observations about what can be seen to collect primary data and information Collect data by counting up to 100 ( <i>maths Y1</i> ), e.g. cars, drain covers, trees, counting steps as a measure of distance ( <i>maths Y1</i> ) Use given secondary resources to respond to simple questions about places and environments	Analyse geographical data by using simple terms such as total, highest, lowest, wettest, driest, more than and less than ( <i>maths Y2</i> )	Talk about places such as the school and its grounds and the human and physical features of its surrounding environment	Make models of places using toys and talk about what is in the model	Use simple language to describe position, direction and motion, including, left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside ( <i>maths Y1</i> ) Follow simple directional instructions, e.g. right, left, backwards, forwards, to follow directions	Identify land and sea on world maps and simple atlases and globes	Talk about distance using words such as near and far
<b>Year 2</b>	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK (the home countries, capital cities and surrounding seas) and wider world (continents and oceans) Be able to locate at least one non EU country on a map Identify the basic characteristics of the UK and a non EU country, e.g. highland, lowland, rivers, coast, weather, cities	Use basic geographical vocabulary to describe places or human and physical geographical features, e.g. hill, river, street, shop, town Identify simple and broad geographical patterns, e.g. seasonal and daily weather patterns, and hot and cold areas from pole to pole Identify whether places / features are changing Express views about places and recognise the impact of people's actions on these	Undertake directed activities in a fieldwork enquiry Record data and information using simple fieldwork and observational skills to count objects (e.g. cars, houses, etc.) and choose and use appropriate units to estimate and measure (e.g. length in m/cm, temperature in °C) to the nearest appropriate unit, using equipment (e.g. rulers, thermometers) ( <i>maths Y2</i> ) Select appropriate information from given secondary resources	Collate and organise geographical information and data to construct simple pictograms, tally charts, block diagrams and simple tables ( <i>maths Y2</i> ) Interpret and compare geographical information and data in simple pictograms, tally charts, block diagrams and simple tables ( <i>maths Y2</i> )	Use geographical vocabulary (e.g. beach, forest, hill, village, factory, farm, port) to write simple sentences ( <i>English Y2</i> ) about selected appropriate knowledge and understanding of geography	Devise simple picture maps (and, if appropriate, draw lines and shapes using a straight edge ( <i>maths Y2</i> )) using basic symbols in a key Use aerial photographs and maps at the same scale to recognise landmarks and basic human and physical features on the photograph and the map	Use simple compass directions (N, S, E & W) and locational and directional language (e.g. near & far, left & right) to describe the location of features and routes on a map	Use number / letter grid references to specify position on maps of different scales Name and locate large scale features (continents and oceans) on world maps and simple atlases and globes Name and locate some countries, capital cities and seas, e.g. of the UK (i.e. England, Scotland, Wales and Northern Ireland) on maps and globes	Estimate relative distances using terms such as nearer than and further away
<b>Years 3&amp;4</b>	Be able to identify and locate all the home countries, capital cities and surrounding seas and identify and locate at least one non EU country Know and locate some of the environmental regions, key physical and human characteristics, countries and major cities of either Europe or North and South America	Describe the geographical patterns of places & features in words, diagrams & maps using subject-specific vocabulary backed up by non-technical general language Compare places and / or geographical features Describe how places change Identify some links between people and environments Suggest simple solutions to solve geographical issues Offer reasons for own views and judgements about places and environments	Identify some elements of a geographical enquiry and suggest how some data and information might be collected from primary and secondary sources Gather identified information and data accurately using measurements including a metre rule, long tape measure, or, trundle wheel to measure straight line distances accurately	Present geographical information and data using bar charts and time graphs, pictograms and tables choosing the most appropriate way to do so ( <i>maths Y3 &amp; Y4</i> ) Interpret and compare geographical information and data using scaled bar charts, pictograms, tables and other graphs ( <i>maths Y3</i> )	Communicate knowledge clearly, using paragraphs to organise ideas around a theme ( <i>English Y4</i> ) and use and spell geographical terms accurately ( <i>maths Y4</i> )	Draw sketch maps of places and routes that show some understanding of relative scale and direction Begin to use some conventional symbols when drawing and using maps	Use simple compass directions (N, S, E & W) and locational and directional language (e.g. near & far, left & right) to give & follow directions on a map & outside	Use four grid references to specify position on maps of different scales including Ordnance Survey maps Use the contents and index pages of atlases to find places	Use a scale bar to draw and measure straight line distances on a map ( <i>maths Y3</i> ) Measure and calculate regularly shaped perimeters and areas on maps and outside in centimetres and metres ( <i>maths Y4</i> )
<b>Years Y5&amp;6</b>	Be able to identify and locate a range of countries and significant geographical features in the UK, Europe and North and South America Know the position and significance of some global features, e.g. latitude, longitude, Equator, etc.	Suggest simple reasons to explain why places / features / patterns are like they are, using subject-specific vocabulary, and appropriate diagrams and maps Explain some detailed reasons for the similarities and differences between places Identify some reasons why places / features / patterns change Explain how changes affect the lives and activities of people Be able to explain some of the links between people, places and environments Suggest valid reasoned solutions to geographical issues Offer reasons for own views & recognise that other people may hold different views	Pose questions to focus a geographical enquiry Identify data and information to be collected for a geographical enquiry and design an appropriate method of recording Use a variety of forms of data collection accurately including sketch maps and digital technologies	Read, write, order and compare numbers up to 10 000 000 ( <i>maths Y6</i> ) Draw graphs of geographical information using a ruler which are accurate to the nearest millimetre ( <i>maths Y5</i> ) Complete, read & interpret geographical information presented in tables ( <i>maths Y5</i> ) Convert raw geographical data to percentages and use this for comparative purposes ( <i>maths Y6</i> ) Interpret and construct pie charts (including calculating angles from percentage data) and line graphs and use these to solve problems ( <i>maths Y6</i> ) Know when it is appropriate to find the mean as an average of geographical data, calculate it and interpret it ( <i>maths Y6</i> )	Produce structured informed responses that involve thoughtful selection and organisation of relevant geographical information, making appropriate use of geographical terms which are spelt correctly, with ideas linked across paragraphs ( <i>English Y6</i> )	Use symbols and keys on maps including digital / computer and Ordnance Survey maps to identify features and describe places Draw sketch maps of places and routes that are acceptably accurate in terms of scale and direction and that use appropriate symbols Understand the significance of lines of latitude, longitude and the Northern and Southern Hemispheres including time zones and day and night	Use the eight points of a compass (N, S, E, W, NW, SW, NE, NE) to give and follow directions on a map and during fieldwork	Use six-figure grid references to specify position on maps of different scales including Ordnance Survey maps Identify lines of latitude, longitude and the Northern and Southern Hemispheres Use maps, atlases, globes and digital / computer mapping to locate named countries, cities, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns	Use the scale bar on a map to measure winding distances ( <i>maths Y5</i> ) Draw accurate maps using appropriate scale from measurements made during fieldwork ( <i>maths Y5</i> )