



# Subject Area: Geography



Knowledge/skills progression	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Interleaving and spacing: Swap between concepts and studies. This rebooting or retrieval on return strengthens the memory trace and allows for more sophisticated thinking.</i></p> <p><i>(Links to prior learning)</i></p>		<p><i>Using positional language. Exploring the natural world (Orchard) (Nursery and Reception) ↻</i></p>	<p><i>Using a map to name and locate the surrounding seas of the United Kingdom. (Y1) ↻</i></p>	<p><i>Using a map to name and locate the four countries and surrounding seas of the United Kingdom. (Y1) ↻ (Y2 Oceans)</i></p>	<p><i>Using a world map to name and locate the continents and oceans. (Y2) ↻</i></p>	<p><i>Using a map of the United Kingdom to name and locate countries and cities. (Y3) ↻</i></p>	<p><i>Using a world map to name and locate the main countries in Europe. (Y5) ↻</i></p>
<p><b>Location knowledge</b></p>	<p><b>Nursery</b> Begin to use simple positional language to describe where something is.</p> <p><b>Reception</b> To explore the natural world around them.</p> <p>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.</p> <p>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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<p>Place Knowledge</p>	<p><b>Nursery</b> 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><b>Reception</b> 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>	<p>Observe and describe the human and physical geography of a small area of the United Kingdom.</p>	<p>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.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK</p>	<p>Understand geographical similarities and differences through studying human and physical geography of a region in the UK and region in a European country</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities (volcanoes, earthquakes, and natural disasters).</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand reasons for similarities and differences.</p>
<p>Human and Physical Geography</p>	<p><b>Nursery</b> Use a wider range of vocabulary.</p> <p>To begin to understand the need</p>	<p>Identify seasonal/daily weather patterns in the UK.</p>	<p>Compare seasonal/daily weather patterns in the UK and the location of hot and</p>	<p>Describe and understand key aspects of:</p>	<p>Describe and understand key aspects of human and physical</p>	<p>Describe and understand key aspects of physical geography, including coasts,</p>	<p>Distribution of natural resources focussing on energy.</p>

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	<p>to respect and care for the natural environment and all living things.</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><b>Reception</b> 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</p>	<p>Identify cold, hot, and mild areas of the world using maps.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p>	<p>cold areas of the world in relation to the equator and the N/S poles (continents).</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>Physical geography including key topographical features (including hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p>	<p>geography including trade links and Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>rivers and the water cycle including transpiration, climate zones, biomes, and vegetation belts.</p> <p>Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>	

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	<p>seasons on the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live.</p>						
<p><i>Interleaving and spacing: Swap between concepts and studies. This rebooting or retrieval on return strengthens the memory trace and allows for more sophisticated thinking.</i></p> <p><i>(Links to prior learning)</i></p>		<p><i>Positional language next to, in between, in front, behind, (Nursery and Reception) ↻</i></p>	<p><i>Compass directions North, East, South, West (Y1) ↻</i></p>	<p><i>Simple map and basic symbols in a key (Y2) ↻</i></p>	<p><i>Eight points of a compass (Y3) ↻</i></p>	<p><i>Observe, measure and record human and physical features in the local area (Y4) ↻</i></p>	<p><i>Four figure grid references (Y5) ↻</i></p>

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Geographical Skills and Fieldwork	<p><b>Nursery</b> To explore the school grounds. Use positional language to describe where things are.</p> <p><b>Reception</b> 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 begin to learn 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>Learn 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>Use 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>