Geography Progression of Knowledge and Skills

At St Peter's we believe that all children should be enthused by the ever-changing world and be equipped with skills that allow them to flourish.

Progression of Knowledge

Geography EYFS and KS1			
	Locational knowledge	**Place knowledge**	**Human and Physical geography**
	In Reception: UTW: Recognise some similarities and differences between life in this country and life in other countries. **Early Learning Goal:** **UTW: People, Communities and Cultures** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	**Three- and Four-Year-olds:** UTW: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. **In Reception:** UTW: Recognise some environments that are different to the one in which they live. **Early Learning Goal:** **UTW – The Natural World:** 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.	**Three- and Four-Year-olds:** UTW: Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. **In Reception:** UTW: Explore the natural world around them. **Early Learning Goal:** **UTW – The Natural World:** 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.
EYFS	• Able to talk about where they live and compare to another place • To describe the environment where they live and use geographical language	• Know about some other countries in the world – other than where they live. • Know how environments are different from their own. • Know similarities and differences between life in their own country and life in another.	• Able to talk about the environment through observations and experiences • Know the importance of the environment and how to look after it • Know similarities and differences in the world around them and a contrasting environment.

	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	***Name and locate the world's seven continents and five oceans.***	***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.***	***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: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; City, town, village, factory, farm, house, office, port, harbour and shop.***
Year 1	• Know the names of the four countries that make up the UK. • Know the name of and locate the four capital cities of England, Wales, Scotland, and Northern Ireland.	• Know the names the three main seas that surround the UK.	• Know features of hot and cold places in the world. • Know where the equator, North Pole and South Pole are on a globe.	• Know which is the hottest and coldest season in the UK. • Know and recognise main weather symbols.	
Year 2		• Know the names of and locate the seven continents of the world. • Know the names of and locate the five oceans of the world.	• Know the main differences between a place in England and that of a small place in a non-European country.	• Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. • Explain some of the advantages and disadvantages of living in a city or village.	

Geography KS2			
Locational and Place Knowledge			
	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).***
Year 3	• Know the names of and locate at least eight European countries.	• Know the names of and locate at least eight counties and at least six cities in England.	• Know the names of four countries from the southern and four from the northern hemisphere.
Year 4	• Know the names of and locate at least eight major capital cities across the world.	• Know where the main mountain regions are in the UK • Know, name, and locate the main rivers in the UK.	• Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. • Know what is meant by the term 'tropics.'
Year 5	• Know the names of a number of European capitals. • Know the names of, and locate, several South or North American countries.		• Know about time zones and work out differences.
Year 6			

Geography KS2			
	Place Knowledge	**Human and Physical Geography**	
	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.	***Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.***	***Describe and understand key aspects of 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.***
Year 3	• Know at least five differences between living in the UK and a Mediterranean country	• Know what causes an earthquake. • Label the different parts of a volcano.	• Know the names of four countries from the southern and four from the northern hemisphere.
Year 4		• Know and label the main features of a river. • Know the name of and locate a number of the world's longest rivers. • Know the names of some of the world's highest mountains. • Explain the features of a water cycle.	• Know why most cities are located by a river.
Year 5	• Know key differences between living in the UK and in a country in either North or South America.	• Know what is meant by biomes and what are the features of a specific biome. • Label layers of a rainforest and know what deforestation is.	• Know about time zones and work out differences.
Year 6		• Know the names of and locate some of the world's deserts.	• Know why industrial areas and ports are important. • Know main human and physical differences between developed and third world countries.

Geography Skills and Fieldwork			
EYFS: 3- and 4-year-olds: Mathematics: *-Understand position through words alone. For example, "The bag is under the table," – with no pointing. -Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind'.* ***In Reception: UTW: -****Draw information from a simple map.* ***KS1:*** *-Use world maps, atlases and globes; -Use simple compass directions; -Use aerial photos, construct simple maps; -Undertake simple fieldwork within school locality.* ***KS2:*** *-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.*			
	Mapping Skills 	***Enquiry*** 	***Geography local area study fieldwork*** 
EYFS	• Be able to follow a simple set of intsruction for a route • Map a familiar route • Read a simple map	• Ask questions about different climates and environments • Observe changes in the natural world • Explore siilarities and diffrences within environments	• Observe a record environmental changes • To record through drawings,photographs and simple setnces about their local area • Create a simple map of a familiar place • Children to selct memeroral items they find on a local study walk

Year 1	• Be able to locate which is N, E, S and W on a compass. • Be able to recite their address including postcode. • Be able to follow a simple road map. • Be able to state the name of their nearest town or city.	• Ask questions about the weather and seasons. • Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer • Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts	• Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. • Children to take photos of interesting things in the local area and explain what the photos show. • On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc. and use them to create memory maps to show the journey. • Study aerial photographs of the school and label it with key features e.g., school, church, park, shops. • Look at a simple map of the local area and identify the things they know and have seen. • Make a simple map. • Create an aerial map of the school/local area as a class by using different sized blocks.

Year 2	• Use the terminologies left and right; below, next to. • Be able to locate the nearest town or city and identify it on a map of the UK. • Locate several cities on a map of the UK.	• Study pictures/videos of two differing localities, one in the UK and one in a contrasting country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? • Study pictures of the localities in the past and in the present and ask, 'How has it changed?' • Draw pictures to show how places are different and write comparatively to show the difference. • Express own views about a place, people, and environment. Give detailed reasons to support own likes, dislikes, and preferences.	• Study maps and aerial photographs and use simple compass directions (North, South, East, and West) and locational and directional language to describe the location of features and routes on a map. • Draw own maps of the local area; use and construct basic symbols in a key. • Children make sketches/notes of their local trip. • Observe and record the features around the school e.g., the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on the Rosehill roundabout compared to the school road. • Children to make suggestions for the cause of the differences. • Communicate findings in different ways e.g., reports. sketches, diagrams, pictures

Year 3	• Use maps to locate European countries and capitals. • Use a globe to gain a better understanding about countries' location (USA and Russia, for example). • Use maps to locate European countries and capitals. • Use the eight points of a compass. • Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc.) e.g., Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks. • Look at maps, pictures, and other sources to identify similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions, and use prior knowledge of map reading. •	• Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g., a mountain top may be in France because there is a large mountain range there. • Critically study photographs – do they think these were taken close to the Equator or further away. • Identify main trade and economy in Sicily and compare to region of the UK. • Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn? • Analyse evidence and draw conclusions e.g., make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.	• Use locational language to describe the location of points on a map of the local area. • Take digital photographs of the main features of the locale and plot them on to a map to show the route round the area, using coordinates to show where these key features are • Undertake environmental surveys of the local area. • Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g., rainfall - is it the same on all sides of the school. • Make an aerial plan/map of the local area.
Year 4	• Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. • Distinguish between the Northern and Southern hemisphere on both a world map and a globe. • Be able to plan a journey within the UK, using a road map	• Reach reasoned and informed solutions and discuss the consequences for the future. • Identify changes to be made in own lives in response to this. • Whilst studying Everest, the Himalayas, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there	• Design questions and studies to conduct in the local area. • Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. • Undertake surveys. • Conduct investigations. • Classify buildings. • Use recognized symbols to mark out local areas of interest on own maps.

		• Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences.	• Choose effective recording and presentation methods e.g. tables to collect data. • Present data in an appropriate way using keys to make data clear. • Draw conclusions from the data.
Year 5	○ Be able to use graphs to record features such as temperature or rainfall across the world. • Use most of the symbols used on a UK road map, including status of roads. • Articulate some of the main features of a satnav. • Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? •	• Explain and present the process of rivers. • Compare how river use has changed over time and research the impact on trade in history. • Research and discuss how water affects the environment, settlement, environmental change, and sustainability. • Identify trade links around the world based on a few chosen items e.g., coffee, chocolate, bananas. • Discover where food comes from. • Discuss and debate fair trade. • Investigate the facts and join in a reasoned discussion. • Generate solutions and promote ethically sound trade.	• Look for evidence of past river use by visiting a location. • Make field notes/observational notes about land features. • Visit a local environment, locate, and explain the features. • Take photographs to support findings. • Study pictures of an area in past times and compare and contrast with today. • Select a method to present the differences in transport in the area today. • Record measurements of a geographical enquiry.
Year 6	• Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Select the most appropriate map for different purposes e.g. atlas to find a country, Google Earth to find a village.	• Select items required to survive in Antarctic conditions. • Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet.	• Undertake a local survey e.g., survey of the local main road - tally counting, types of vehicles observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses

	• Look at maps on different scales and calculate scales on own maps. • Be able to explain what most of the ordnance survey symbols stand for. • Know how to use six-figure grid references. •	• Linked to Science, study photographs of Antarctic animals and reflect on how the animals are adapted to the conditions. • Design interesting and relevant studies that may be carried out in Antarctica • Compare life in Antarctica with life in the UK. Chn present their views in a variety of ways (diary, report etc.) on what the think life in Antarctica is like. Read real accounts and compare.	• Collate data collected and record it using data handling software to produce graphs and charts of the results. • Form and develop opinions e.g. Do the pupils like… • Make suggestions and reflect on own beliefs. What changes/ improvements would they make to either environment? • Design and carry out a survey of the views of people in the local area regarding an area of local geographical interest. • Report on the effects of environmental change on themselves and others. . • Select methods for collecting, presenting, and analysing data • Analyze evidence and draw conclusions • Be aware of own responsibility in the world

Key Concepts:

Environment The surroundings of a place in which a person, animal or plant lives and interacts. 	**Location**  The precise site, position, or situation of a place. **(Maps)**	**Processes** The natural or human events and actions occurring in a place that maintain equilibrium or cause change. 	**Distribution** The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface. 
Change The alteration or modification of places over time as a result of natural and/or human processes. 	**Interaction**  How the physical and human elements of a place affect or impact each other and other places. Interaction occurs both within and between the physical and human features of a place and other places.	**Interdependence** The degree to which what happens in one place impacts positively or negatively on what happens in another. 	
Sustainability The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity (the variety of living things) enhanced. 	**Cultural understanding and diversity** The variety and distinctiveness of the physical and cultural composition of the society of a place. 	**Scale** The size or extent of the area of the place e.g., local, regional, national, international, or global. 	

EYFS	Year 1/2	Year 3/4	Year 5/6
Where should I go on holiday? - Environment - Location - Distribution - Cultural understanding and diversity	**What is the geography of where I live?** - Environment - Location - Processes - Distribution - Scale	**How and why is my local area changing?** - Location - Change - Scale - Processes - Distribution	**What is a river?** - Interaction - Processes - Scale - Distribution - Change
	Why do we love being by the seaside? - Processes - Distribution - Location - Interdependence - Change -	**Why do some earthquakes cause more damage than others?** - Sustainability - Environment - Interaction - Cultural understanding and diversity - Distribution	**Who are Britain's National Parks for?** - Cultural understanding and diversity - Processes - Interdependence
Where do I live? - Sustainability - Location - Interdependence - Interaction - Distribution	**Why does it matter where my food comes from?** - Location - Environment - Sustainability - Cultural understanding and diversity - Interdependence	**Why do so many people live in megacities?** - Location - Environment - Processes - Distribution - Sustainability	**How do volcanoes affect the lives of people on Hiemaey?** - Change - Processes - Distribution - Interaction - Sustainability
	How does Kampong Ayer compare with where I live?	**How can we live more sustainably?** - Sustainability - Processes - Distribution	**Why are mountains so important?** - Processes - Distribution - Interaction

	- Cultural understanding and diversity - Scale - Interaction - Interdependence - Distribution	- Environment	- Sustainability - Scale
Contrasting Environments - Location - Interaction - Scale - Distribution - Environment	**How does the weather affect our lives?** - Environment - Interaction - Processes - Distribution - Location	**Beyond the Magic Kingdom – what is the sunshine state really like?** - Location - Environment - Processes - Distribution - Sustainability	**Why is fair trade fair?** - Cultural understanding and diversity - Sustainability - Distribution - Processes
	Why don't penguins need to fly? - Location - Interaction - Distribution - Scale	**Why are jungles so wet and deserts so dry?** - Environment - Distribution - Processes - Scale - Interaction	**How is climate change affecting the world?** - Processes - Interdependence - Interaction - Scale - Change