Progression of Knowledge & Skills

Geography

Year	Unit/Area of study	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Practise
EYFS Profile	Autumn Our senses and Winter Festivals and celebrations Our Environment Growth and Lifecycles People Who Help Us	Recognise some similarities and differences between life in this country and life in other countries.	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.	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. Explore the natural world around them. Recognise some environments that are different from the one in which they live. Understand the effect of the changing seasons on the natural world around them.	Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whist outside.
EYFS Learning Objectives	Autumn Our senses and Winter	To understand there are different places that are different and similar to where we live.	To know which season we are in. To be able to describe signs and celebrations associated with Autumn.	To talk about my immediate environment. To observe and draw natural objects.	To create a simple map of my local environment. To describe maps, aerial photos and plans

	Festivals and celebrations Our Environment Growth and Lifecycles People Who Help Us	To use a world map to locate different countries. (UK, India, Pakistan, China and other countries familiar to the children) Use of directional and locational language	To know the 5 senses. To use senses to describe human and physical features. To be able to describe signs and celebrations associated with Winter. To understand there are different places that are different and similar to where we live. To use a world map to locate different countries. (UK, India, Pakistan, China and other countries familiar to the children) To understand there are different countries in the world that are different from and similar to our own. To talk about my local environment.	To talk about my local environment. To create a simple map of my local environment. To know which season we are in. To be able to describe signs and celebrations associated with Autumn, Winter, Spring and Summer. To begin to know about the weather in the places being studied. To begin to know about transport, homes, school, jobs in the places being studied. To know the 5 senses. To use senses to describe objects. To know living things grow and change.	To use simple directional and locational language To ask questions about the World around me and the world beyond
Year	**Unit/Area of study**	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Practise**
Year 1	**My school**	To begin to understand the geography of the classroom using locational and	To begin to understand the geography of the classroom using locational and	To begin to understand the geography of the spaces outside the classroom.	To collect data and create their own dream classroom.

		directional language. To begin to understand the geography of another classroom using locational and directional language. To begin to understand the geography of the spaces outside the classroom.	directional language. To begin to understand the geography of another classroom using locational and directional language. To begin to understand the geography of the spaces outside the classroom.		To be able to find their way around school describing place, location and direction.
Year 1	**My school grounds**	To use directional language to understand and locate features on a trail To use directional language to understand and locate features on a trail	To identify human and physical features in the school grounds. To use directional language to understand and locate features on a trail To recognise plans, interpret objects from above.	To identify human and physical features in the school grounds. To recognise plans, interpret objects from above.	To use directional language to understand and locate features on a trail To practise a range of field work skills in the school grounds. To understand how to give simple instructions using a compass (NSEW) To recognise plans, interpret objects from above. To draw objects to scale To begin to understand basic map symbols in a map key or legend
Year 1	**A small area in a non-EU locality**	To locate the continent of Africa, country of Gambia and the urban area of Serekunda. To investigate human features of Serekunda and understand the types of jobs people do.	To use geographical vocabulary to describe the physical features of Serekunda, The Gambia.	To use geographical vocabulary to describe the physical features of Serekunda, The Gambia.	To understand how to use directional and locational language on a map. To understand the difference between maps, plans and aerial photographs.

		To understand how to use directional and locational language on a map.			To understand basic map symbols on a map and use a key.
Year	**Unit/Area of study**	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Practise**
Year 2	**Our Wonderful World**	To identify the countries and capital cities of the United Kingdom. To identify the oceans, continents, equator and poles on a world map	To compare the physical features and climate of the UK and Ecuador. To compare the physical features and climate of the UK and the Arctic Region. To know and identify the physical and human features of Antarctica.	To compare the physical features and climate of the UK and Ecuador. To compare the physical features and climate of the UK and the Arctic Region. To know and identify the physical and human features of Antarctica. To identify physical and human features in aerial photographs.	To identify physical and human features in aerial photographs.
Year 2	**Field work** Field Work skills in the surrounding environment	Use maps to find routes to and from their homes. Give directions using 4 points of the compass – include describing directions	Distinguish recognise and clarify human and physical features of surrounding area using aerial photos Use maps to find routes to and from their homes. Create symbols/pictorial key of features in the environment on this route. Give directions using 4 points of the compass – include describing directions	To identify daily weather patterns in the United Kingdom. Distinguish recognise and clarify human and physical features of surrounding area using aerial photos	Distinguish recognise and clarify human and physical features of surrounding area using aerial photos To understand how to record weather observations and to draw conclusions from the findings. Use maps to find routes to and from their homes. Create symbols/pictorial key of features in the environment on this route.

					Give directions using 4 points of the compass – include describing directions
Year 2	**Weston Super Mare** **A small area of the UK**	To locate Weston Super Mare and understand where it is in the UK.	To use geographical vocabulary to describe the physical features of Weston Super Mare. To investigate human features and understand the types of jobs people do.	To use geographical vocabulary to describe the physical features of Weston Super Mare. To investigate human features and understand the types of jobs people do.	To practise using simple compass directions using the four cardinal points of the compass. To understand the difference between maps, plans and aerial photographs. To understand basic symbols in a map key (or legend).
Year	**Unit/Area of study**	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Practise**
Year 3	**East Anglia**	To locate and describe East Anglia region in the UK, by using maps and atlases. To know the main regions, counties and settlements in the UK.	To use geographical vocabulary to describe the distinctive physical features of East Anglia. To begin to understand that landscape and soils have taken a long time to develop. To use geographical vocabulary to describe the distinctive physical features of East Anglia.	To begin to understand the weather and climate in the region. To begin to understand that landscape and soils have taken a long time to develop. To use geographical vocabulary to describe the distinctive physical features of East Anglia.	To locate and describe East Anglia region in the UK, by using maps and atlases.

			To investigate the human features and understand the types of jobs people do. To begin to understand the process of erosion, transportation and deposition along the coastlines of East Anglia. To understand the electricity can be generated by offshore wind farms and identify places off the coast of East Anglia where they are located.	To investigate the human features and understand the types of jobs people do. To begin to understand the process of erosion, transportation and deposition along the coastlines of East Anglia. To understand the electricity can be generated by offshore wind farms and identify places off the coast of East Anglia where they are located.	
Year 3	**Local Area and Fieldwork**	Use an aerial photograph of Moseley to sketch a map of a small section of Moseley Understand and use 4 figure grid references to identify position on a map.	Know and understand what a settlement is and why particular places are chosen as settlements. Understand and use 4 figure grid references to identify position on a map. Use first-hand experience to identify land use, facilities and transport use in Moseley.	Know and understand what a settlement is and why particular places are chosen as settlements. Use first-hand experience to identify land use, facilities and transport use in Moseley.	Use first-hand experience to identify land use, facilities and transport use in Moseley. Use an aerial photograph of Moseley to sketch a map of a small section of Moseley Know, understand and use 8 points of the compass, map keys and symbols to read maps. Collate, analyse, present and evaluate data collected on our field trip to Moseley.

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Year 4	**Campania**	To locate and describe the Campania region in Italy by using maps and atlases.	To locate and describe the Campania region in Italy by using maps and atlases. Identify and understand the main settlements in Campania. To understand how and why land is used in different ways in Campania. To understand the structure of volcanoes and the importance of Vesuvius in this region. To find out why people visit the Bay of Naples and the benefits of tourism.	To know and identify the key physical features of Campania To understand how and why land is used in different ways in Campania. Identify and understand the main settlements in Campania To investigate the types of jobs people do in the region of Campania. To understand the structure of volcanoes and the importance of Vesuvius in this region. To understand why earthquakes occur and to learn about ways of mitigating the effects of earthquakes. To investigate the significance of one major eruption. To investigate the types of jobs people do in the region of Campania.	To locate and describe the Campania region in Italy, its physical features and main settlements by using maps and atlases.

				To find out why people visit the Bay of Naples and the benefits of tourism.	
Year 4	**Global Citizen**	To understand the impact of single use plastic on the **world's oceans**. To develop a fact file about our school to share with children who live in the **Galapagos Islands**.	To understand the impact of single use plastic on the world's oceans. To develop a fact file about our school to share with children who live in the Galapagos Islands.	To being to have an understanding of The Global Goals and why they are important to everyone. To understand that aid and trade both have benefits but the decision to choose one or the other is not always straight forward. Understand that there is a difference between people who migrate and refugees. To understand the impact of single use plastic on the world's oceans.	Children will use maps, atlases and globes to locate places in the world in this unit of learning.
Year 4	**South Wales**	To locate and describe the South Wales region of the UK by using maps and atlases.	To locate and describe the South Wales region of the UK by using maps and atlases. To understand and explain how coal is formed and use geographical vocabulary to describe this distinctive physical feature of South Wales. To begin to understand how iron and steel is made and the location of where they are processed has changed	To begin to understand the weather and climate in this region. To understand and explain how coal is formed and use geographical vocabulary to describe this distinctive physical feature of South Wales. To know that the location of coal influenced where people worked and lived causing towns and villages to	To locate and describe the South Wales region of the UK by using maps and atlases. To understand where Pen y Fan, the River Taff and the Taff trail are located using OS maps and 4 figure grid references. To reinforce map work and image interpretation skills including beginning to develop an understanding of 6 figure grid references.

			To understand where Pen y Fan, the River Taff and the Taff trail are located using OS maps and 4 figure grid references.	rapidly develop in the valleys. To know what a National Park is and that the Brecon Beacons are a National Park in South Wales.	
Year	**Unit/Area of study**	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Practise**
Year 5	**Mountains, volcanoes and earthquakes**	To know and identify the position and purpose of lines of latitude and longitude. To understand the structure of the Earth and identify where mountains including volcanoes occur To know what a mountain (including volcanoes) is and how they are formed	To understand the effects and responses to a volcanic eruption To understand how earthquakes occur	To understand the effects and responses to a volcanic eruption To understand how earthquakes occur To know how humans can reduce the impact of earthquakes	To know and identify the position and purpose of lines of latitude and longitude. To understand the structure of the Earth and identify where mountains including volcanoes occur To know what a mountain (including volcanoes) is and how they are formed (understand models/diagrams)
Year 5	**A region within South America - Amazon Basin**	To locate North and South America and understand that many environmental regions are found on the South American continent. To use geographical vocabulary to describe rainforests.	To use geographical vocabulary to describe rainforests. To begin to have an understanding of the magnitude of the Amazon and its significance. To understand that the Amazonian rainforest is a	To begin to understand the weather and climate of this region. To begin to have an understanding of the complexity of the equatorial rainforest.	To locate North and South America and understand that many environmental regions are found on the South American continent. To begin to have an understanding of the magnitude of the Amazon and its significance. (maps,

		To begin to have an understanding of the complexity of the equatorial rainforest. To begin to have an understanding of the magnitude of the Amazon and its significance.	fragile and threatened ecosystem.	To use geographical vocabulary to describe rainforests. To begin to have an understanding of the magnitude of the Amazon and its significance. To investigate the lives of indigenous people of the Amazon Basin. To understand that the Amazonian rainforest is a fragile and threatened ecosystem. To understand how individuals can help preserve the rainforest.	satellite images – google earth)
Year 5	**A region within North America - California**	To locate and describe California by using maps and atlases. To use geographical vocabulary to describe the environmental regions of California.	To use geographical vocabulary to describe the environmental regions of California. To begin to have an understanding of the urban geography of Los Angeles and San Francisco. To understand the geographical instability (earthquakes, volcanoes) of California.	To understand the difference between climate zones, biomes and vegetation belts. To begin to understand the weather and climate of this region. To use geographical vocabulary to describe the environmental regions of California. To begin to have an understanding of the	To locate and describe California by using maps and atlases.

				importance of crops and farm animals on economic activity (trade) in the Central Valley.	
Year	**Unit/Area of study**	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Practise**
Year 6	**A region in a European Country-Paris Basin**	To locate and describe the Paris Basin region, its physical features and main settlements by using maps and atlases.	To locate and describe the Paris Basin region, its physical features and main settlements by using maps and atlases. To identify key physical features of and understand the nature of the Paris Basin. To understand land use and types of rural settlements. To find out why people visit Paris and the benefits of tourism to the area.	To locate and describe the Paris Basin region, its physical features and main settlements by using maps and atlases. To identify key physical features of and understand the nature of the Paris Basin. To understand land use and types of rural settlements. To find out why people visit Paris and the benefits of tourism to the area. To understand the importance and significance of the River Seine.	To locate and describe the Paris Basin region, its physical features and main settlements by using maps and atlases. To identify key physical features of and understand the nature of the Paris Basin.
Year 6	**Rivers**	To use map skills to locate and record major rivers in the UK and across the world. To understand what a river is and their main features.	To understand the key features of the River Trent and compare it with typical features of a river. To make an extended study of a chosen river.	To understand what a river is and their main features. To know how people use rivers. To understand the impact of human activity on rivers.	To use map skills to locate and record major rivers in the UK and across the world. (OS Maps, google maps, maps, atlases and satellite images; 4 and 6 figure grid references and map keys)

		To understand the key features of the River Trent To make an extended study of a chosen river.		To understand the key features of the River Trent and compare it with typical features of a river. To make an extended study of a chosen river.	To make an extended study of a chosen river.