

Skills Progression Overview: Geography

Subject content - Key stage 1

Locational Knowledge:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and

Place knowledge:

- 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:

- 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:

- 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.

Subject content - Key stage 2

Locational 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 (**all years**)
- 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 (**year 3, 4 and 5**)
- 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) (**all years**)

Place knowledge:

- 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 (**all years**)

Human and physical geography:

- 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:

- 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

	Year 1	GPS Links	Year 2	GPS
	All About Me! Rescue Me! Walking with Dinosaurs Space		Maybe It's Because I'm a Londoner We Could be Heroes Pirates	
Units	Our School Our Local Area Our Country		Magical Mapping What a Wonderful World!	
Locational Knowledge	I can locate the four countries and capital cities of the UK and the surrounding seas I am beginning to talk about their characteristics <i>I can say which part of London I live and go to school in</i>	Ask questions using question marks Capital letters for names of places	I can locate the world's seven continents and five oceans I can identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <i>I am aware of daylight saving time (whole school)</i>	Use the language of comparison using er and est suffixes e.g. America is larger than England; London is the biggest city in the UK
Place knowledge	I can suggest geographical similarities and differences in my own immediate and local environment I can talk about people and places beyond my local environment by comparing London with I can identify the key features of a location in order to say whether it is a city, town or village		I can identify and understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom, and of a small area in a contrasting non-European country Summer: Cornwall and the Caribbean	
Human and Physical	I know and can explain by looking at patterns what the weather is like in, winter, spring, summer and autumn in the U.K. (all year science) I can describe what the weather was like today and can look for patterns (all year) I can identify the hot and cold areas of the world (Yr1 Autumn Science Animals Including Humans) *Children must use the basic geographical vocabulary identified below to refer to key physical and human features throughout		I can identify the hot and cold areas of the world in relation to the Equator and the North and South Poles *Children must use the basic geographical vocabulary identified below to refer to key physical and human features throughout	
Geography skills and fieldwork	I can use a world map and a globe to identify the United Kingdom, its countries, capital cities and its surrounding seas I can devise a simple map I can use simple compass directions (North, East, South and West) and orally use basic locational and directional language e.g. near and far; left and right I can use simple fieldwork and observational skills to study the geography of my school and its grounds		I can also use an atlas to identify the United Kingdom, its countries, cities, surrounding seas, the world's seven continents and five oceans. I can use simple compass directions and written locational and directional language to describe the location of features and routes on a map e.g. clockwise and anti-clockwise I can construct basic symbols in a key I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features I can use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment of my school	

Vocabulary	<p>*beach, forest, hill, mountain, sea, ocean, river, soil, season, weather, city, capital city, town, village, country, farm, <i>house</i>, <i>school</i> and shop, United Kingdom, Great Britain, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, north, south, east, west, compass, map, globe, world, far, left, right, Tower Hamlets, borough, North Pole, South Pole, equator</p> <p>Science: environment, habitat, deciduous, evergreen, seasons, weather,</p> <p>Maths: whole, half, quarter and three quarter turns</p>		<p>*cliff, coast, valley, vegetation, factory, office, port, harbour, Equator, North and South Poles, atlas, landmark, key, symbols, continent, Asia, Africa, Europe, North America, South America, Oceania, Antarctica, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean, Arctic Ocean, atlas, aerial photograph, plan perspectives, environment</p> <p>Science:</p> <p>Maths: straight line, rotation, clockwise and anti-clockwise</p>	
Trips and Visitors	<p>National History Museum Forest School</p>		<p>Autumn: London Eye (human geography) Greenwich, Cutty Sark Forest School</p>	

	Year 3	GPS	Year 4	GPS
	<p>South America Rotten Romans Stone Age and Bronze Age</p>		<p>Walk Like an Egyptian Invaders (Britain's settlement by Anglo-Saxons and Scots) Extreme Earth!</p>	
Units	<p>Rainforests (Hamilton)</p> <p>Farming</p>		<p>Modern Egypt Somewhere to Settle Extreme Earth</p>	
Locational Knowledge	<p>I can 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 Autumn: Spanish lessons, South America Spain, Madrid, Brazil, Peru, Ecuador, Colombia, Venezuela, Bolivia, Guyana, Suriname and French Guiana, Spring: Italy, Rome, France, Paris, Switzerland, Bern, Austria, Vienna, Slovenia, Ljubljana (countries that border Italy), Germany, Berlin, Denmark, Copenhagen, The Netherlands, Amsterdam (countries where invaders came from following the Romans leaving Britain) Summer: Amazon rainforest, canopy, understory, forest floor, deforestation</p> <p>I can locate the countries of South America that are covered by the Amazon Rainforest, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (Autumn) (Brazil, Ecuador, Venezuela, Suriname, Peru, Colombia, Bolivia, Guyana, and French Guiana)</p> <p>I can 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 (Spring & Summer)</p> <p>I can identify the position of the Northern Hemisphere, Southern Hemisphere, Topics of Cancer and Capricorn</p> <p>I know what time zones studied countries are in</p> <p>Rivers: Amazon, Tiber, Po</p>	<p>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>Prepositions – using prepositions carefully to talk about where places are e.g. Rome is <i>in</i> Italy, Italy is <i>in</i> Europe</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>I can 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 Autumn: class map activity, study of modern Egypt Egypt, Cairo, Sudan, Khartoum, Libya, Tripoli, Israel, Jerusalem, Africa, Asia, Spring: Germany, Berlin, Denmark, Copenhagen, The Netherlands, Amsterdam, Summer:</p> <p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time Spring: comparing the geography of Anglo-Saxon Britain to modern Britain East Anglia, Kent, Mercia, Northumbria, Offa's Dyke, Sutton Hoo, Wessex, Sussex, Essex</p> <p>I can name and locate counties - Essex, Hertfordshire, Cambridgeshire, Kent, Suffolk - and cities – Canterbury, Chelmsford, Cambridge, St Albans, Ely - 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 – Essex (Spring)</p> <p>I know what time zones studied countries are in</p> <p>I can 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</p>	

Place knowledge	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in Italy and a region within South America – Amazon Rainforest (Autumn)		I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - Essex - a region in a non- European country - Egypt	
Human and Physical	<p>I can describe and understand key aspects of physical geography, including climate zones, biomes (tropical rain forest), rivers (Amazon, Tiber, Po), mountains and volcanoes (Pompeii)</p> <p>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</p> <p>Quiz: What continent is the Amazon on? Which continents does it cover? What are the capitals of those countries?</p>		<p>I can describe and understand key aspects of physical geography, including climate zones (Mediterranean and desert), biomes (desert) and vegetation belts, rivers (Nile), mountains (Sinai High Mountain Region, Halayeb Triangle and Eastern Desert mountain range)</p> <p>I can describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>I can 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 – Egypt (Autumn and Spring - link to science Living Things and Their Habitats)</p> <p>I can identify and describe the different stages of the water cycle (Spring – link to science States of Matter)</p>	
Geography skills and fieldwork	<p>I can also use digital/computer mapping to locate countries and describe features studied</p> <p>I can use the eight points of a compass</p> <p>I can use symbols and keys to build my knowledge of the United Kingdom and the wider world</p> <p>I can 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 (Forest School and Science - rocks)</p>		<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>I can use four-figure grid references, symbols and key to build my knowledge of the United Kingdom and the wider world</p> <p>I can 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 – Forest School</p>	
Vocabulary	South America , Northern Hemisphere , Southern Hemisphere , volcano , eruption , lava , rainforest , canopy , emergent layer , understory , forest floor , tropical , time zone , bordering countries , border ,		Water cycle , evaporation , condensation , precipitation , collection , topsoil , subsoil , bedrock , crust , mantle , outer core , inner core , magma , tectonic plate , volcano , eruption , active , dormant , extinct , tsunami , tornado , earthquake , flood , drought , vent , conduit , magma chamber , lava , county ,	
Trips and visitor	Forest School		Forest School Residential trip to Dalesdown	

	Year 5	GPS	Year 6	GPS
	Ancient Greece The Space Race! Vicious Vikings and Smashing Saxons		Explorers Right or Wrong? Mexico	
Units	Modern Greece North America and Russia		Explorers Raging Rivers (geography week) Modern Mexico	
Locational Knowledge	<p>I can 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</p> <p>Autumn: Greece, Athens, Albania, Tirana, Bulgaria, Sofia, Turkey, Ankara, North Macedonia, Skopje</p> <p>Spring: Russia, Moscow, United States of America, Washington D.C., states, Canada, Ottawa,</p> <p>Summer: Norway, Oslo, Denmark, Copenhagen, Sweden, Stockholm – where the Vikings cam from. Scotland, north east England, Ireland, the Isle of Man, Greenland, mainland North America, Russia, parts of Europe – where the Vikings sailed too.</p> <p>I can 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</p> <p>Summer:</p> <p>I can 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</p> <p>Trip: Greenwich (Planetarium)</p>		<p>I can 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</p> <p>Autumn: Mexico, Mexico City, Belize, Belmopan, Honduras, Tegucigalpa, El Salvador, San Salvador, Guatemala and Guatemala City</p> <p>Summer:</p> <p>I can 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</p> <p>Spring:</p> <p>I can 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 night and day)</p> <p>Autumn: Tropic of Cancer, northern hemisphere, equator, latitude, longitude, Greenwich Meantime, time zone</p> <p>Summer: North Pole, South Pole, Arctic, Antarctic, northern hemisphere, southern hemisphere, the Tropic of Cancer, the Tropic of Capricorn, latitude, longitude, equator, Greenwich Meantime, time zone,</p>	
Place knowledge	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p>Spring: Florida?</p> <p>Summer: UK</p>		<p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p>Autumn: Mexico</p> <p>Spring:</p>	

Human and Physical	<p>I can describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Autumn: chaparral, Mediterranean, Spring: Summer:</p> <p>I can 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 Autumn: Spring: Summer:</p>		<p>I can describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Autumn: tropic forests, cloud forests, Spring: Summer: polar, tundra,</p> <p>I can 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 Autumn: Spring: Summer:</p>	
Geography skills and fieldwork	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Autumn: Summer:</p> <p>I can 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 Spring: Summer:</p> <p>I can 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 Forest School</p>		<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Autumn: Summer:</p> <p>I can 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 Spring: Summer: mapping Ernest Shackleton's, Christopher Columbus', Captain James Cook's, Ferdinand Magellan's journeys</p> <p>I can 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 Forest School</p>	
Vocabulary	<p>Longitude, latitude, weathering (physical/ chemical/ biological), acid, dissolve, minerals, erosion, deposition, transportation, long shore drift, headlands</p>		<p>Arctic and Antarctic Circles, tributary, confluence, oxbow lake, waterfall, floodplain, delta, erosion, upstream, basin, valley, source, meander, downstream, mouth, bank, bay, Navigator, explorer, trader, colonisation, exploration,</p>	
Trips and visitor	<p>Forest School Science Museum</p>		<p>Forest School Visit to Thames? (Thames Explorer) Residential trip to Gorsefield</p>	

A year 2 child should be able to identify England, Northern Ireland, the Republic of Ireland, Scotland, Wales, France, Spain, Germany, Italy and Greece on a map

A year 4 child should be able to identify Portugal, Netherlands, Denmark, Sweden, Iceland, Norway, Finland, Belgium, Turkey, Switzerland, Austria, Slovenia, Russia and Poland on a map

A year 6 children should be able to identify Estonia, Latvia, Lithuania, Belarus, Ukraine, Romania, Ukraine, Moldova, Hungary, Czech Republic, Croatia, Bos & Her, Albania, Macedonia, Bulgaria, Cyprus, Georgia, Armenia, Azerbaijan, Montenegro and Kosovo

Definitions of Key Vocabulary

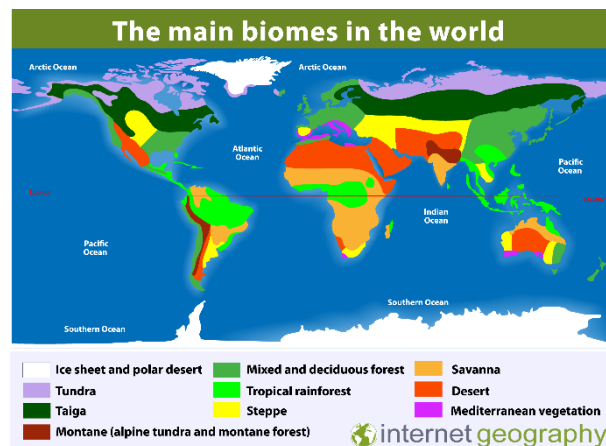
Human geography: how humans interact with and affect the environment

Physical geography: the natural aspects and processes of the Earth

Longitude: vertical lines (called meridians) running around the Earth used to calculate the difference in time from the prime meridian in Greenwich, London. They also measure how far east or west an object is.

Latitude: horizontal lines extending around the Earth. They measure how far north or south an object is in relation to the equator.

Biomes: a region that has a certain climate and certain living things e.g. tundra, forest, tropical rainforest, grasslands, desert, taiga



Taiga: the sometimes swampy coniferous forest of high northern latitudes

Tropic of Cancer: the most northern latitude. Where the sun appears directly overhead during the summer solstice.

Topic of Capricorn: the most southern latitude. Where the sun appears overhead during the winter solstice.

NB: We do not use the word *manmade*, instead please use artificial