

Geography knowledge and skills progression map

Key concepts	Nursey	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational	Children know that			Children can name	Children can name	Children can locate	Children can name	Children can locate
Knowledge	there are different			and locate the	and locate	the world's rivers	and locate regions	the four major
Milowicage	countries in the			world's seven	countries and		in the UK	climate zones
	world and talk			continents and five	cities in the UK.	Children can name		
	about the			oceans		and locate	Children can name	Children can locate
	differences they				Children	countries in	and locate	major biomes
	have experienced			Children can	understand land	Europe and North	counties in Europe	
	or seen in photos.			name, locate and	use in the UK	and South America	and South America	Children can
				identify	(focus on			identify the
				characteristics of	Middleton) and	Children can locate		position and
				the four countries	how it has	counties impacted		significance of
				and capital cities	changed over time	by mountains,		latitude, longitude,
				of the United		volcanoes and		Equator, Northern
				Kingdom and its	Children can locate	earthquakes		Hemisphere,
				surrounding seas	the countries in			Southern
					Europe including	Children can locate		Hemisphere, the
					Russia	different climate		Tropics of Cancer
						zones		and Capricorn,
					Children can locate			Arctic and
					North and South			Antarctic Circle,
					America			the Prime/
								Greenwich
					Children can name			Meridian and time
					the major cities in			zones (including
					Europe and North			day and night)
					and South America			

				Children			Children can	
Place								
Knowledge				understand			understand	
				geographical			geographical	
				similarities and			similarities and	
				differences			differences	
				through studying			through the study	
				the human and			of human and	
				physical geography			physical geography	
				of a small area of			of a region of the	
				the United			United Kingdom,	
				Kingdom, and of a			and a region	
				small area in a			South America	
				contrasting non-				
				European country				
				 Manchester and 				
				Beijing				
Human and	Use a range of	Understand that	Children can	Children can	Children can	Children can	Children describe	Children can
Physical	geography specific	some places are	identify seasonal	identify and	describe and	explain the impact	and understand	describe and
•	vocabulary e.g.	special to	and daily weather	describe key	understand	rivers have on the	key aspects of	understand
Geography	beach, mountain,	members of their	patterns in the	physical features,	physical	water cycle and it's	human geography	physical
	hill etc.	community.	United Kingdom	including: beach,	characteristics of	local people	including types of	characteristics of
		,	and the location of	cliff, coast, forest,	the UK and the		settlement, land	the UK and the
	Continue	Recognise some	hot and cold areas	hill, mountain, sea,	wider world (hills,	Children can	use and economic	wider world
	developing	similarities and	of the world in	ocean, river, soil,	mountains, coasts,	explain how rivers	activity.	(climate zones,
	positive attitudes	differences	relation to the	valley, vegetation,	rivers etc.)	shape the land and		biomes and
	about the	between life in this	Equator and the	season and	114013 010.7	cause changes		vegetation belts)
	differences	country and life in	North and South	weather	Children can	over time		vegetation beits)
	between people.	other countries.	Poles	Weather	identify human	over time		Children can
	between people.	other countries.	1 0163	Children can	features of the UK			identify similarities
		Explore the natural	Children can name	identify and	such as types of	Children can		and differences
		world around	physical features,	describe key	settlement and	describe and		between biomes
		them.	including: beach,	human features,	land use.	understand the		nerween nionies
		uieiii.		•	iailu use.	distribution of		Children can
		December that	cliff, coast, forest,	including: city,	Children son			
		Recognise that	hill, mountain, sea,	town, village,	Children can	natural resources		identify similarities
		some .	ocean, river, soil,	factory, farm,	identify human	– energy		and differences
		environments are	valley, vegetation,		and physical			between a biome

Map skills Understand position through words alone (without point e.g. The field is behind the playground. Describe a famoute. Discuss routes locations, using	different to the one in which they live. Understand the effect of changing seasons on the national world around them.	season and weather Children can name human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	house, office, port, harbour and shop	features of North and South America	Children can describe and understand key aspects of physical geography such as mountains, volcanoes, earthquakes, climate zones,		and a vegetation belt. Children can describe and understand key aspects of human
position through words alone (without point e.g. The field is behind the playground. Describe a family route. Discuss routes locations, using	Understand the effect of changing seasons on the national world	Children can name human features, including: city, town, village, factory, farm, house, office, port,	narbour and snop	and South America	understand key aspects of physical geography such as mountains, volcanoes, earthquakes,		Children can describe and understand key
position through words alone (without point e.g. The field is behind the playground. Describe a famma route. Discuss routes locations, using	Understand the effect of changing seasons on the national world	human features, including: city, town, village, factory, farm, house, office, port,			aspects of physical geography such as mountains, volcanoes, earthquakes,		describe and understand key
position through words alone (without point e.g. The field is behind the playground. Describe a famma route. Discuss routes locations, using	effect of changing seasons on the national world	human features, including: city, town, village, factory, farm, house, office, port,			geography such as mountains, volcanoes, earthquakes,		describe and understand key
position through words alone (without point e.g. The field is behind the playground. Describe a famma route. Discuss routes locations, using	effect of changing seasons on the national world	including: city, town, village, factory, farm, house, office, port,			mountains, volcanoes, earthquakes,		describe and understand key
position through words alone (without point e.g. The field is behind the playground. Describe a family route. Discuss routes locations, using	seasons on the national world	town, village, factory, farm, house, office, port,			volcanoes, earthquakes,		understand key
position through words alone (without point e.g. The field is behind the playground. Describe a family route. Discuss routes locations, using	national world	factory, farm, house, office, port,			earthquakes,		•
position through words alone (without point e.g. The field is behind the playground. Describe a family route. Discuss routes locations, using		house, office, port,			•		aspects of human
position through words alone (without point e.g. The field is behind the playground. Describe a famoroute. Discuss routes locations, using	around them.				climata zanas		aspects of framan
position through words alone (without point e.g. The field is behind the playground. Describe a famoroute. Discuss routes locations, using		harbour and shop			ciiiiate zones,		geography
position through words alone (without point e.g. The field is behind the playground. Describe a family route. Discuss routes locations, using					rivers and the		including: land
position through words alone (without point e.g. The field is behind the playground. Describe a family route. Discuss routes locations, using					water cycle		use, economic
position through words alone (without point e.g. The field is behind the playground. Describe a famoroute. Discuss routes locations, using							activity including
position through words alone (without point e.g. The field is behind the playground. Describe a family route. Discuss routes locations, using							trade links, and
position through words alone (without point e.g. The field is behind the playground. Describe a family route. Discuss routes locations, using							the distribution of
position through words alone (without point e.g. The field is behind the playground. Describe a famoroute. Discuss routes locations, using							natural resources
position through words alone (without point e.g. The field is behind the playground. Describe a family route. Discuss routes locations, using							including energy,
position through words alone (without point e.g. The field is behind the playground. Describe a famoute. Discuss routes locations, using							food, minerals and
position through words alone (without point e.g. The field is behind the playground. Describe a famoroute. Discuss routes locations, using							water
position through words alone (without point e.g. The field is behind the playground. Describe a famoute. Discuss routes locations, using	stand Draw information	Children can use	Children can use	Children can use	Children use maps	Children can use	Children can use
(without point e.g. The field is behind the playground. Describe a fam route. Discuss routes locations, using	on through from a simple	simple compass	world maps,	world maps,	and atlases to	digital mapping	eight points of a
e.g. The field is behind the playground. Describe a fam route. Discuss routes locations, using	alone map.	directions (North,	atlases and globes	atlases and globes	locate the world's	skills to identify	compass, four and
behind the playground. Describe a fam route. Discuss routes locations, using	out pointing)	South, East and	to identify the	to identify physical	rivers	countries in South	six-figure
behind the playground. Describe a fam route. Discuss routes locations, using	ne field is	West) and	United Kingdom	features of the UK.		America and	references,
Describe a fam route. Discuss routes locations, using		locational and	and its countries,		Children can use	Europe as well as	symbols and keys
Describe a fam route. Discuss routes locations, using	ound.	directional	as well as the	Children can use	maps and atlases	regions in the UK.	(including the use
route. Discuss routes locations, usin		language [for	countries,	maps to locate	to name and	Ü	of ordnance survey
Discuss routes locations, usin		I laliguage flui		•		Children can use	maps) to build
locations, using			continents and	villages, towns and	locate countries in	Ciliuleii caii use	maps, to bund
locations, using		example, near and		villages, towns and cities in the UK.			
			continents and oceans studied at	•	locate countries in Europe and North and South America	eight points of a compass, four and	their knowledge of the local area.
	be a familiar	example, near and far; left and right],	continents and	•	Europe and North	eight points of a compass, four and	their knowledge of
words like 'in f	be a familiar s routes and	example, near and far; left and right], to describe the	continents and oceans studied at	cities in the UK. Children can use a	Europe and North	eight points of a	their knowledge of
of' and 'behind	be a familiar s routes and	example, near and far; left and right], to describe the location of features and	continents and oceans studied at this key stage	cities in the UK.	Europe and North and South America Children can use a	eight points of a compass, four and six-figure references,	their knowledge of
	be a familiar s routes and ons, using like 'in front	example, near and far; left and right], to describe the location of	continents and oceans studied at this key stage Children can and use and construct	cities in the UK. Children can use a world map to locate countries in	Europe and North and South America	eight points of a compass, four and six-figure references, symbols and keys	their knowledge of
	be a familiar s routes and ons, using like 'in front	example, near and far; left and right], to describe the location of features and	continents and oceans studied at this key stage Children can and use and construct basic symbols in a	cities in the UK. Children can use a world map to	Europe and North and South America Children can use a world map to	eight points of a compass, four and six-figure references, symbols and keys (including the use	their knowledge of
	be a familiar s routes and ons, using like 'in front	example, near and far; left and right], to describe the location of features and routes on a map	continents and oceans studied at this key stage Children can and use and construct	cities in the UK. Children can use a world map to locate countries in Europe including	Europe and North and South America Children can use a world map to locate climate	eight points of a compass, four and six-figure references, symbols and keys	their knowledge of
	be a familiar s routes and ons, using	example, near and far; left and right], to describe the location of features and	continents and oceans studied at this key stage Children can and	cities in the UK. Children can use a world map to	Europe and North and South America Children can use a	eight points of a compass, four and six-figure references,	their knowledge of

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			maps, atlases and				the UK and the	
			globes		Children can use		wider world.	
					Atlases to identify			
			Children can		major cities in			
			devise a simple		Europe and North			
			map		and South America			
Fieldwork	Make imaginative	Understand that	Children can	Children can use	Children can use	Children can	Children know and	Children can carry
	and complex 'small	some places are	simple fieldwork	aerial photographs	ordnance survey	observe and	understand how	out fieldwork to
	worlds' with blocks	special to	and observational	and plan	maps to develop	sketch features of	fieldwork is used	observe, measure,
	and construction	members of their	skills to study the	perspectives to	their knowledge of	the local	to observe,	represent the
	kits such as a small	community.	geography of their	recognise	grid-references,	environment –	measure,	human and
	city with different		school.	landmarks and	symbols and keys	rivers.	represent the	physical features
	buildings and a	Show resilience		basic human and	focusing on the		human and	of the local area
	park.	and perseverance		physical features	UK.	Children can	physical features	including sketch
		in the face of				complete a piece	of the local area	maps, plans and
		challenge.		Children can use		of writing at length	including sketch	graphs, and digital
				simple fieldwork			maps, plans and	technologies.
		Think about the		and observational			graphs, and digital	
		perspectives of		skills to study the			technologies.	Children can use
		others.		geography of their				eight points of a
				school and its			Children can use	compass, four and
		Recognise some		grounds and the			eight points of a	six-figure
		similarities and		key human and			compass, four and	references,
		differences		physical features			six-figure	symbols and keys
		between life in this		of its surrounding			references,	(including the use
		country and life in		environment.			symbols and keys	of ordnance survey
		other countries.					(including the use	maps) to build
							of ordnance survey	their knowledge of
		Recognise that					maps) to build	the local area.
		some					their knowledge of	the local area.
		environments are					the UK and the	
		different to the					wider world.	
		one in which they					wider world.	
		live.						
		iive.						

eff sea na	nderstand the ifect of changing easons on the ational world ound them.		
wo	orld around em.		
the	escribe what ey see, hear and el whilst outside.		