



Geography knowledge and skills progression map

| Key concepts | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Locational Knowledge | | <p>Children can name and locate the world's seven continents and five oceans</p> <p>Children can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> | <p>Children can name and locate countries and cities in the UK.</p> <p>Children understand land use in the UK (focus on Middleton) and how it has changed over time</p> <p>Children can locate the countries in Europe including Russia</p> <p>Children can locate North and South America</p> <p>Children can name the major cities in Europe and North and South America</p> | <p>Children can locate the world's rivers</p> <p>Children can name and locate countries in Europe and North and South America</p> <p>Children can locate counties impacted by mountains, volcanoes and earthquakes</p> <p>Children can locate different climate zones</p> | <p>Children can name and locate regions in the UK</p> <p>Children can name and locate counties in Europe and South America</p> | <p>Children can locate the four major climate zones</p> <p>Children can locate major biomes</p> <p>Children 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 day and night)</p> |

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| Place Knowledge | | Children 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 – Manchester and Beijing | | | Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region South America | |
| Human and Physical Geography | <p>Children can 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</p> <p>Children can name physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,</p> | <p>Children can identify and describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Children can identify and describe key human features, including: city, town, village, factory, farm,</p> | <p>Children can describe and understand physical characteristics of the UK and the wider world (hills, mountains, coasts, rivers etc.)</p> <p>Children can identify human features of the UK such as types of settlement and land use.</p> <p>Children can identify human and physical</p> | <p>Children can explain the impact rivers have on the water cycle and it's local people</p> <p>Children can explain how rivers shape the land and cause changes over time</p> <p>Children can describe and understand the distribution of natural resources – energy</p> | Children describe and understand key aspects of human geography including types of settlement, land use and economic activity. | <p>Children can describe and understand physical characteristics of the UK and the wider world (climate zones, biomes and vegetation belts)</p> <p>Children can identify similarities and differences between biomes</p> <p>Children can identify similarities and differences between a biome</p> |

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| | <p>season and weather</p> <p>Children can name human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | <p>house, office, port, harbour and shop</p> | <p>features of North and South America</p> | <p>Children can describe and understand key aspects of physical geography such as mountains, volcanoes, earthquakes, climate zones, rivers and the water cycle</p> | | <p>and a vegetation belt.</p> <p>Children can describe and understand key aspects of human geography including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> |
| <p>Map skills</p> | <p>Children can 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</p> <p>Children are exposed to world</p> | <p>Children can 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</p> <p>Children can and use and construct basic symbols in a key</p> | <p>Children can use world maps, atlases and globes to identify physical features of the UK.</p> <p>Children can use maps to locate villages, towns and cities in the UK.</p> <p>Children can use a world map to locate countries in Europe including Russia and North and South America.</p> | <p>Children use maps and atlases to locate the world's rivers</p> <p>Children can use maps and atlases to name and locate countries in Europe and North and South America</p> <p>Children can use a world map to locate climate zones.</p> | <p>Children can use digital mapping skills to identify countries in South America and Europe as well as regions in the UK.</p> <p>Children can use eight points of a compass, four and six-figure references, symbols and keys (including the use of ordnance survey maps) to build their knowledge of</p> | <p>Children can use eight points of a compass, four and six-figure references, symbols and keys (including the use of ordnance survey maps) to build their knowledge of the local area.</p> |

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| | maps, atlases and globes Children can devise a simple map | | Children can use Atlases to identify major cities in Europe and North and South America | | the UK and the wider world. | |
| Fieldwork | Children can simple fieldwork and observational skills to study the geography of their school. | Children can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Children can 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. | Children can use ordnance survey maps to develop their knowledge of grid-references, symbols and keys focusing on the UK. | Children can observe and sketch features of the local environment – rivers. Children can complete a piece of writing at length | Children know and understand how fieldwork is used to observe, measure, represent the human and physical features of the local area including sketch maps, plans and graphs, and digital technologies. Children can use eight points of a compass, four and six-figure references, symbols and keys (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world. | Children can carry out fieldwork to observe, measure, represent the human and physical features of the local area including sketch maps, plans and graphs, and digital technologies. Children can use eight points of a compass, four and six-figure references, symbols and keys (including the use of ordnance survey maps) to build their knowledge of the local area. |