



Geography Progression of Skills and Knowledge

Curriculum EYFS & Key Stage One	EYFS	Year 1	Year 2
Topics	Term 1: All about me Term 2: Fire and ice. Term 5: Bears around the world Term 6: Planting and growing	Term 2: London/ Peru Term 4: Into the woods Term 6: Seasonal changes	Term 2: India Term 4: The British coast Term 5: All creatures great and small
Locational Knowledge	-To name the school and area that they live in. -To Introduce the names of continents. -Locate Europe on a world map. -To know the name of the country that they live in. All about me, Bears around the world	To name the four countries in the United Kingdom and locate them on a map. -To name the continents of the world and locate Europe and South America on a map. -To name the capital cities of England, Wales, Scotland and Ireland and identify characteristics of those cities. London/Peru, Into the woods	-To name some of the main towns and cities in the United Kingdom. -To name the world oceans and locate them on a map. -To name and locate the seas surrounding the United Kingdom. -To name the continents of the world and locate them on a map. India, The British Coast, All creatures great and small



<p>Place Knowledge</p>	<ul style="list-style-type: none"> - To explain some similarities and differences between life in this country and life in other countries. -To learn about places in the world that contrast with places they know well. - To use relevant, specific vocabulary to describe contrasting places. -To know about a range of contrasting environments within both their local or national region. <p>Fire and ice</p>	<ul style="list-style-type: none"> -To explain where I live and tell someone my address. -To show understanding of the similarities and differences of the local environment. -To name similarities and differences of a contrasting non-European country (Peru). <p>London/Peru, Into the woods</p>	<ul style="list-style-type: none"> -To name similarities and differences of a contrasting non-European country (India). <p>India</p>
<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> -To describe their immediate environment using knowledge from observation, discussion and stories. -To describe seasonal and daily weather changes. -To know the vocabulary needed to name specific features of the natural world, both natural and man-made. <p>Planting and growing, Fire and ice</p>	<ul style="list-style-type: none"> -To use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied. -To keep a weather chart and answer questions about the weather. -To explain some of the main things that are in hot and cold places. 	<ul style="list-style-type: none"> -To use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied. -To identify seasonal and daily weather patterns in different locations such as a coastal location (Weston-Super-Mare). -To compare and contrast two localities naming key physical and human features (Weston-Super-Mare and Clevedon).



		<p>-To explain the clothes that I would wear in hot and cold places.</p> <p>-To explain how the weather changes throughout the year and name the seasons.</p> <p>London/Peru, Into the woods, Seasonal changes</p>	<p>India, The British coast, All creatures great and small</p>
<p>Geographical Skills and Field Work</p>	<p>-To make simple maps.</p> <p>-To draw information from a simple map.</p> <p>-To use a globe to identify continents and England.</p> <p>-To ask simple geographical questions.</p> <p>- Use simple observational skills to explore the school grounds.</p> <p>Bears around the world, Fire and Ice, All about me</p>	<p>-To use a world map, atlas and globe to identify where I live.</p> <p>-To use positional language to describe features of a map.</p> <p>-To map out my route to school.</p> <p>- To use basic symbols on a map.</p> <p>-To devise a simple map of my school and construct basic symbols.</p> <p>Into the woods</p>	<p>-To use simple compass directions to describe the locations of features and routes on a map.</p> <p>-To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>The British Coast, India</p>
<p>Comparative questions</p> <p>Using knowledge from this year and making links from prior learning.</p>	<p>- Can you tell me how India is different to England?</p> <p>- Can you tell me a similarity between the climate in India and South America?</p>	<p>-Can you tell me a similarity between Peru and where we live?</p> <p>- Can you compare our weather to the weather in Peru?</p>	<p>-Can you tell me a similarity between Peru and India?</p> <p>-Can you tell me a similarity between India and the UK?</p> <p>-Can you compare the animals that live in the ocean to the animals that live in a forest?</p>



	-Can you tell me a difference between the Arctic and South America?	-Can you tell me some similarities and differences between a city and a forest?	-Can you compare a town in the UK to Swindon?
Curriculum Lower Key Stage Two	Year 3		Year 4
Topics	Term 2: China Term 4: Lakes and the British Landscape Term 5: Rainforest		Term 2: Thailand Term 4: Wiltshire local study Term 5: Rivers
Locational Knowledge	-To name and locate counties and cities of the United Kingdom -To compare land use in two contrasting areas identifying how some of these aspects have changed over time. -To identify environmental regions within Europe such as the vineyards of France and a mountainous region (The Alps). -To use maps to begin to locate some countries outside Europe (China). Lakes and the British Landscape China		-To use maps to locate countries within the European Union. -To identify major capital cities across Europe. -To use maps to begin to locate some countries outside Europe (Thailand). Rivers Thailand



<p>Place Knowledge</p>	<p>- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (The Lake District). -To compare geographical regions and identify human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use.</p> <p>Lakes and the British Landscape, Rainforest, China</p>	<p>-To compare geographical regions and identify human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time?</p> <p>Thailand, Wiltshire local study, Rivers</p>
<p>Human and Physical Geography</p>	<p>-To understand geographical similarities and differences through the study of human and physical geography of a region in a European country (The Alps)</p> <p>Lakes and the British Landscape</p>	<p>- To identify, describe and understand key aspects of rivers. -To describe and understand key aspects of the water cycle in a geographical context.</p> <p>Rivers</p>
<p>Geographical Skills and Fieldwork</p>	<p>-To use maps and digital/computer mapping to locate countries within the UK. -To use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Lakes and the British Landscape</p>	<p>-To use maps and digital/computer mapping to locate countries studied. -To 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. -To use the eight points of a compass, four figure grid references, symbols and keys to build my knowledge of European countries.</p> <p>Rivers, Thailand, Wiltshire local study</p>



<p>Comparative questions</p> <p>Using knowledge from this year and making links from prior learning.</p>	<ul style="list-style-type: none"> -Can you tell me a similarity between China and India? -Can you tell me a physical feature that China and the rainforest both have? -Can you tell me a Human feature that China and the Lake district both have? -Can you compare the climate of the rainforest to the climate of where you live? 	<ul style="list-style-type: none"> -Can you tell me a similarity between Thailand and China? -Can you tell me a physical feature that Thailand and Wiltshire both have? -Can you tell me a human feature that Thailand and Wiltshire both have? -What is the climate of Thailand like compared to the UK?
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Curriculum Upper Key Stage Two	Year 5	Year 6
<p>Topics</p>	<p>Term 2: Africa Term 4: The Americas Term 5: Frozen Kingdom</p>	<p>Term 2: All around the world Term 4: Trade links Term 5: Mountains, rocks and volcanoes</p>
<p>Locational Knowledge</p>	<ul style="list-style-type: none"> -To use maps to locate countries on the continents of Africa and North and South America. -To identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn and the Arctic and Antarctic circles. -To identify environmental regions, key physical and human characteristics, countries, and major cities in North and South America and Africa. -To study the Prime/Greenwich Meridian and time zones (including day and night). <p>Africa, The Americas, Frozen Kingdom</p>	<ul style="list-style-type: none"> -To use maps to locate non-European countries around the world. -To identify environmental regions, key physical and human characteristics in non-European countries. -To identify major cities in continents other than Europe. <p>All around the world</p>



<p>Place Knowledge</p>	<p>-To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America (USA).</p> <p>The Americas</p>	<p>-To understand geographical similarities and differences through the study of human and physical geography in a region of a country outside of Europe.</p> <p>-To 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.</p> <p>All around the world</p>
<p>Human and Physical Geography</p>	<p>-To describe and understand key aspects of climate zones, biomes and vegetation belts across the Americas.</p> <p>The Americas</p>	<p>-To describe and understand key aspects of volcanoes and earthquakes</p> <p>-To describe and understand key aspects of climate zones, biomes and vegetation belts around the world.</p> <p>-Explore types of settlement, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>All around the world, Trade links, Mountains rocks and volcanoes</p>
<p>Geographical Skills and Fieldwork</p>	<p>To use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of North and South America and Africa</p> <p>The Americas, Africa</p>	<p>To use the eight points of a compass, four and six figure grid references, symbol and keys to build knowledge of the wider world.</p> <p>All around the world, Mountains rocks and volcanoes</p>



<p>Comparative questions</p> <p>Using knowledge from this year and making links from prior learning.</p>	<p>Can you tell me a similarity between the Americas and where you live?</p> <p>Can you tell me a Human feature that the Americas and Africa both have?</p> <p>Can you tell me a physical feature that both Africa and Thailand have?</p> <p>Can you compare The Antarctic to one of the hotter countries you have studied?</p>	<p>Can you tell me a similarity between A country in America and another country around the world?</p> <p>Can you compare the climate of a country in Africa to the climate of another country you have studied this year?</p> <p>Can you tell me a human feature that a number of countries around the world have?</p> <p>Can you tell me a physical feature that a number of countries around the world have?</p>
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