Geography: Knowledge and Skills Progression Map



Early	Years
By the end of EYFS, children will:	EYFS Vocabulary:
Understanding the World: People, Culture and Communities	
	Locational Knowledge
ELG: Describe their immediate environment using knowledge from observation,	
discussion, stories, non-fiction texts and maps.	Place: A specific area or location, such as park, school or home.
	World: The earth and all its places.
ELG: Explain some similarities and differences between life in this country and life in	Map: A visual representation of an area.
other countries, drawing on knowledge from stories, non-fiction texts and – when	
appropriate – maps.	Human and Physical Geography
ELG: Know some similarities and differences between different religious and cultural	Weather: Conditions like rain, sun, cloud and wind.
communities in this country, drawing on their experiences and what has been read	Environment: The surrounding or conditions in which a person, animal or plant lives.
in class.	Features: Characteristics of a place, such as mountains, rivers or buildings.
Understanding the World: The Natural World	Geographical Skills and Fieldwork
onderstanding the world. The Natural World	
ELG: Explore the natural world around them, making observations and drawing	Observe: To look at and notice details about a place or environment.
pictures of animals and plants.	Compare: To look at similarities and differences between places.
	Describe: To give details about what a place is like.
ELG: Know some similarities and differences between the natural world around	
them and contrasting environments, drawing on their experiences and what has	Directional and Positional Language
been read in class.	
	Left/Right: Directions.
ELG: Understand some important processes and changes in the natural world	Above/Below: Positional terms.
around them, including the seasons and changing states of matter.	Near/Far: Distance terms.

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
-	Me and my Community	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
	Understanding the		Understanding the	Understanding the	Understanding the	Understanding the
Development	World: People, Culture		World: Past and	World: People,	World: People,	World: People, cultur
Matters links:	and Communities.		Present: The Natural	culture and	culture and	and communities; The
	Know ways to care for		World.	communities; The	communities; The	natural world.
	their local environment.		Explore the natural	natural world.	natural world.	Describe their
			world around them,	Explore the natural	Explore the natural	immediate
			making observations	world around them,	world around them,	environment using
			and drawing pictures	making observations	making observations	knowledge from
			of animals and plants.	and drawing pictures	and drawing pictures	observation,
				of animals and plants.	of animals and plants.	discussion, stories,
			Understand some			non-fiction texts and
			important processes	Describe their	Develop scientific	maps.
			and changes in the	immediate	knowledge through	- [
			natural world around	environment using	play activities, sharing	Explain some
			them, including the	knowledge from	stories and non-fiction	similarities and
			seasons and changing	observation,	books and discussion.	differences between
			states of matter.	discussion, stories,		life in this country and
				non-fiction texts and		life in other countries,
			Sort and group	maps.		drawing on knowledge
			materials and			from stories, non-
			resources and talk			fiction texts and –
			about how they are			when appropriate –
			similar or different.			maps.
			Use technology to			Explore the natural
			record their work and			world around them,
			ideas.			making observations
						and drawing pictures
						of animals and plants.
						Know ways to care for
						their local
						environment.

Substantive Knowledge:	-We should care for the environment. For example, rubbish needs to be put in the bin.	-During the day there is sunlight. At night there is no sunlight so the sky is dark.	-
			-There are many animals including snails, spiders, butterflies and woodlice that live in gardens.
Disciplinary Knowledge:	-Show care for living things and the environment.	-Begin to observe and talk about living things in the local environment. -Make and use maps in their p represent plac journeys, real imagined.	play to talk about living things responsibility and membership of a
Experience:	Exploring the local environment. Litter picks.		

ACADEMY

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Let's Explore!	Marvelous Machines	Long Ago	Ready, Steady, Grow	Animal Safari	On the Beach
Understanding the		Understanding the	Understanding the	Understanding the	Understanding the
World: People, Culture		World: People,	World: People,	World: People, Culture	World: People,
and Communities.		Culture and	Culture and	and Communities; The	Culture and
		Communities; The	Communities; The	Natural World	Communities; The
Describe their immediate		Natural World	Natural World		Natural World
environment using				Explain some similarities	
knowledge from		Describe their	Describe their	and differences between	Describe their
observation, discussion,		immediate	immediate	life in this country and life	immediate
stories, non-fiction texts		environment using	environment using	in other countries,	environment using
and maps.		knowledge from	knowledge from	drawing on knowledge	knowledge from
		observation,	observation,	from stories, non-fiction	observation,
Explain some similarities		discussion, stories,	discussion, stories,	texts and – when	discussion, stories,
and differences between		non-fiction texts and	non-fiction texts and	appropriate – maps.	non-fiction texts and
life in this country and		maps.	maps.		maps.
-				Know some similarities	
drawing on knowledge		Know some	Know some	and differences between	Explain some
		similarities and	similarities and	different religious and	similarities and
texts and – when		differences between	differences between	Ū.	differences betweer
appropriate – maps.		different religious and	the natural world	this country, drawing on	life in this country
		Ũ	around them and		and life in other
		in this country,	contrasting	what has been read in	countries, drawing
			-	class.	on knowledge from
		-			stories, non-fiction
			-	Describe their immediate	texts and – when
					appropriate – maps.
		Understand some			
		important processes		-	Explore the natural
					world around them,
		natural world around			making observations
					and drawing picture
					of animals and
					plants.
					Know some
					similarities and
					differences betweer
	Let's Explore!Understanding the World: People, Culture and Communities.Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction	Let's Explore!Marvelous MachinesUnderstanding the World: People, Culture and Communities.Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when	Let's Explore!Marvelous MachinesLong AgoUnderstanding the World: People, Culture and Communities.Understanding the World: People, Culture and Communities; The Natural WorldDescribe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.Know some similarities and differences and what has been read in class.Understand some important processes and changes in theUnderstand some important processes and changes in the	Let's Explore!Marvelous MachinesLong AgoReady, Steady, GrowUnderstanding the World: People, Culture and Communities.Understanding the World: People, Culture and Communities; The Natural WorldUnderstanding the World: People, Culture and Communities; The Natural WorldUnderstanding the World: People, Culture and Communities; The Natural WorldDescribe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and differences between life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.Know some similarities and differences setween different religious and cultural communities in this country, drawing on their experiences and what has been read in class.Know some similarities and differences setween different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Let's Explore!Marvelous MachinesLong AgoReady, Steady, GrowAnimal SafariUnderstanding the World: People, Culture and Communities.Understanding the World: People, Culture and Communities; The Natural WorldUnderstanding the World: People, Culture and Communities Nowledge from observation, differences between di

					the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
Substantive Knowledge: 'I know'	 -The adults who work at school have different jobs. -The weather, environment and living things are different in different places around the world. -People live in and visit lots of different places around the world. -A map is a picture or drawing of a place or journey. -A map is a drawing of an area it shows features, including roads, rivers, woods, parks and buildings. -Features including fields, woodlands, roads and shops in the local area change over time. 	-All families are special and different. They celebrate different events in different ways. -Landmarks in Seaton have changed over time. -The weather and local environment change with the seasons.	-A map is a picture or drawing of a place or journey. -A farm is an area of land and its buildings used for growing crops and rearing animals.	-There are lots of different plants and animals that live in the local environment. -The weather, plants and animals differ in different places around the world. -A map is a picture or drawing of a place or journey. -Litter can be harmful to plants and animals.	 -Leaving litter can harm plants and animals. -The ocean is a body of salt water that covers over two thirds of the surface of the Earth. -The polar regions, the Arctic and Antarctic, are always cold and icy. - A beach is a pebbly or sandy shore, especially by the sea. -The seashore is a habitat for many animals such as sea birds, crabs, fish and starfish. -A map is a drawing that shows an area of land or sea.
Disciplinary Knowledge:	-Take photographs, draw simple picture maps and collect simple data during fieldwork activities. -Describe how the	-Show an awareness of the similarities and differences between people in different communities and groups from around	-Make and use simple maps in their play to represent places and journeys, real and imagined. -Observe and describe	-Begin to collect simple geographical data during fieldwork activities. -Describe how the weather, plants and animals of one place is	-Show care for living things and the environment. -Begin to notice and talk about the different places

	weather, plants and	the world.		living things and the	eir different to another using	around the world,
	animals of one place is	-Describe ways t	to look	habitats within the	simple geographical	including oceans and
	different to another	after the immed	liate	local environment.	terms.	seas.
	using simple	environment.			-Describe how two places	-Describe how the
	geographical terms.	-Discuss how the	e local		are the same or different	weather, plants and
	-Begin to notice and talk	environment ha	s		using simple picture	animals of one place
	about the different	changed over ti	me		maps, photographs, data	is different to
	places around the world,	using photograp	bhs		and other geographical	another using simple
	including oceans and	and first-hand			resources.	geographical terms.
	seas.	experiences.			-Make and use simple	-Say how two places
	-Make and use simple	-Describe simply	/ how		maps in their play to	in the immediate
	maps in their play to	the weather cha	anges		represent places and	environment are the
	represent places and	as the season ch	nanges.		journeys, real and	same or different.
	journeys, real and				imagined.	-Describe a familiar
	imagined.				-Describe ways to look	route and use maps
	-Discuss how the local				after the immediate	as part of role play.
	environment has				environment.	
	changed over time using					
	photographs and first-					
	hand experiences.					
	Local area walk				Lake District Wildlife Park	Allonby beach visit
Experiences:						

ACADEMY

Key Stage 1						
By the end of KS1, children will:	KS1 Vocabulary:					
Develop knowledge about the world, the United Kingdom and their locality. They						
hould understand basic subject-specific vocabulary relating to human and physical	Key Physical Features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river,					
eography and begin to use geographical skills, including first-hand observation, to	soil, valley, vegetation, season and weather					
enhance their locational awareness.						
	Key Human Features: city, town, village, factory, farm, house, office, port, harbour					
ocational Knowledge:	and shop					
 Name and locate the world's seven continents and five oceans 						
Name, locate and identify characteristics of the four countries and capital						
cities of the United Kingdom and its surrounding seas						
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						
luman 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						
key human features, including:						
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.						

Prior learning links:

Understanding the World: People, Culture and Communities.

ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Understanding the World: The Natural World

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.

ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our Wonderful World!		Bright Lights, Big City!			
	Locational Knowledge		Locational Knowledge			
National	Name and locate the four	countries and capital	Name, locate and identi	fy characteristics of the		
Curriculum links:	cities of the UK, and its su	irrounding seas.	four countries and capit	al cities of the UK, and		
			its surrounding seas.			
	Place Knowledge					
	Understand geographical	similarities and	Place Knowledge			
	differences through study	ving the human and	Understand geographic	al similarities and		
	physical geography of a si	mall area of the UK.	differences through stu	dying the human and		
			physical geography of a	small area of the UK.		
	Human and Physical Geo	graphy				
	Use basic geographical vo	cabulary to refer to key	Human and Physical Ge	ography		
	human and physical featu	ires.	Identify seasonal and da	aily weather patterns in		
			the UK and the location	of hot and cold areas of		
	Geographical Skills and F	ieldwork	the world in relation to	the Equator and the		

	Use world maps, atlas' and globes to identify the	North and South Poles.	
	UK and its countries, as well as the countries,	North and South Foles.	
	continents and oceans studies at this key stage.	Use basic geographical vocabulary to refer to	
		key human and physical features.	
	Use simple compass directions north, south, east	Rey numan and physical reactives.	
		Coorsephical Skills and Sieldwords	
	and west and locational and directional language,	Geographical Skills and Fieldwork	
	to describe the location of features and routes on	Use world maps, atlas' and globes to identify	
	a map.	the UK and its countries, as well as the	
		countries, continents and oceans studies at this	
	Use aerial photographs and plan perspectives to	key stage.	
	recognise landmarks and basic human and		
	physical features' devise and simple map and use	Use simple compass directions north, south,	
	and construct basic symbols in a key.	east and west and locational and directional	
		language, to describe the location of features	
	Use fieldwork and observational skills to study	and routes on a map.	
	the geography of their school and its grounds and		
	the key human and physical features of its	Use aerial photographs and plan perspectives to	
	surrounding environment.	recognise landmarks and basic human and	
		physical features' devise and simple map and	
		use and construct basic symbols in a key.	
		Use 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.	
		Surrounding environment.	
	-Geography is the study of the connections	-The United Kingdom is made up of four	
Substantive	between people and places.	countries: England, Northern Ireland, Scotland	
Knowledge:	-Human features have been made by people.	and Wales.	
-	-Physical features are made by nature.	-London, Belfast, Edinburgh and Cardiff are the	
l know':	-What a map is and how to use a key.	four capital cities of the countries in the United	
	-The location of the UK, its countries and capital	Kingdom.	
	cities.	-Physical features are made by nature, they	
	-The three main types of settlements include:	include: hills, mountains, beaches and oceans.	
	village, town, city.	-Human features are made by humans, they	
	-People can protect the environment by	include: buildings, bridges and roads.	
	preserving woodlands and hedgerows, recycling	-A city is the largest type of settlement with the	
	and getting rid of waste carefully.	most houses, people, shops and other buildings.	
		-There are four seasons in the UK: spring,	

		summer, autumn, winter, and each season has	
		its own typical weather pattern.	
		-Buckingham Palace, London Eye and Big Ben	
		are significant London landmarks.	
		-Kuala Lumpur is the capital city of Malaysia.	
	-Name and describe the purpose of human	-Name and describe the purpose of human	
Disciplinary	features and landmarks.	features and landmarks.	
Knowledge:	-Use basic geographical vocabulary to identify	-Name and locate the four countries of the UK	
	and describe physical features.	and their capital cities on a map.	
	-Draw and read a simple picture map.	-Use basic geographical vocabulary to identify	
	-Use simple positional and directional language	and describe physical features.	
	to give directions, describe the location of	-Identify the characteristics of a settlement.	
	features and discuss where things are in relation	-Carry out fieldwork tasks to identify	
	to each other.	characteristics of the school grounds or locality.	
	-Name and locate the four countries of the UK	-Identify patterns in seasonal and daily weather.	
	and their capital cities on a map.	-Identify features and landmarks on an aerial	
	-Identify the characteristics of a settlement.	photograph.	
	-Identify features and landmarks on an aerial	-Use simple directional and positional language	
	photograph or plan perspective.	to give directions, describe the location of	
	-Describe ways to protect nature.	features and discuss where things are in	
	-Carry out fieldwork tasks to identify	relation to each other.	
	characteristics of the school grounds or locality.	-Identify the similarities and differences	
		between London and Kuala Lumpur.	
	Forest School	Walk around local area	
Experiences:			
		aliff haash soort farrat hill maartain as	
Key Vocabulary:	capital city, country, continent, direction,	cliff, beach, coast, forest, hill, mountain, sea,	
Rey Vocabulary.	hedgerow, human feature, location, map, key,	ocean, river, soil, valley, vegetation	
	meadow, physical feature, settlement, symbol	Buckingham Palace, Big Ben, London Eye.	
	town, village, woodland	United Kingdom, England, Scotland, Wales,	
		Northern Ireland, London, Edinburgh, Cardiff,	
		Belfast	

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let's Explore the World		Coastline			
	Locational Knowledge	9	Locational Knowledge			edge
National	Name and locate the	world's seven continents	Name and locate t	he world's seven continents	Name, locate and	identify characteristics of the
Curriculum links:	and five oceans.		and five oceans.		four countries and its surrounding se	l capital cities of the UK, and as.
	Name, locate and ider	ntify characteristics of the	Name, locate and	identify characteristics of the		
		bital cities of the UK, and its		capital cities of the UK, and	Human and Physi	cal Geography
	surrounding seas.		its surrounding sea	as.		hical vocabulary to refer to
	Place Knowledge		Human and Physic	cal Geography		
	Understand geograph	ical similarities and	-	hical vocabulary to refer to	Geographical Skill	s and Fieldwork
		udying the human and	key human and ph	-		raphs and plan perspectives to
	_	a small area of the UK, and	, ,			rks and basic human and
		ntrasting non-European	Geographical Skill	s and Fieldwork	physical features'	devise and simple map and
	country.		Use world maps, a	tlas' and globes to identify	use and construct	basic symbols in a key.
			the UK and its cou	ntries, as well as the		
	Human and Physical C	Geography	countries, contine	nts and oceans studies at this		
	-	daily weather patterns in	key stage.			
		on of hot and cold areas of				
	the world in relation t	•		aphs and plan perspectives to		
	North and South Poles	5.	-	ks and basic human and		
				devise and simple map and		
	Geographical Skills an		use and construct	basic symbols in a key.		
		' and globes to identify the				
		as well as the countries,		ss directions north, south,		
		s studies at this key stage.	east and west and language.	locational and directional		
		is and plan perspectives to				
	recognise landmarks a			observational skills to study		
		ise and simple map and use		heir school and its grounds		
	and construct basic sy	mbols in a key.	and the key huma surrounding enviro	n and physical features of its onment.		
		irections north, south, east				
		al and directional language,				
	to describe the location	on of features and routes on				
	a map.					
	Use fieldwork and obs	ervational skills to study			1	

	the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Substantive Knowledge:	-The names of the world's seven oceans and can locate them on a world map/atlas. -The names of the world's five oceans and can	-The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.	-Buckingham Palace in London and Balmoral Castle in Scotland are two significant royal residences in the UK.
ʻl know'	 locate them on a world map/atlas. -The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. -Other world seas include: the Black Sea, the Red Sea and the Caspian Sea. -The human and physical features of the four countries in the UK. -How to read a map using the symbols and a key. -The equator is an imaginary line drawn around the Earth, halfway between the North and South Poles. -The location of Somalia, its weather patterns and some of its human and physical features. 	 Other world seas include: The Black Sea, the Red Sea and the Caspian Sea. How to read a map using symbols and a key. Erosion can cause a change over time to an environment or place. Physical features include: beaches, stacks, cliffs, arches, rivers, lakes and woodland. 	
Disciplinary Knowledge:	 -Name and locate seas surrounding the United Kingdom as well as seas, the five oceans and seven continents around the world on a map or globe. -Use simple compass directions to describe the location of features on a map. -Draw and read a range of simple maps that use symbols and key. -Locate the equator, North and South Poles on a globe or map. -Describe simple weather patterns of hot and cold places. -Collect and organize simple data from primary and secondary sources. -Identify characteristics of the four countries and major cities of the UK. 	 -Name and locate seas surrounding the United Kingdom as well as seas, the five oceans and seven continents around the world on a map or globe. -Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. -Use simple compass directions to describe the location of features on a map. -Draw and read a range of simple maps that use symbols or a key. -Describe how erosion might change a location over time. -Describe the size, location and position of a physical feature. 	-Name, locate and explain the significance of a place.

	-Describe and compare the human and physical similarities and differences between the UK and Somalia.			
Experiences:	Forest School	RNLI Visit	Bassenfell Manor	Castle Visit
Key Vocabulary:	Atlas, capital city, cardinal point, climate, compass, continent, country, data, equator, globe, human feature, key, landfill, map, North Pole, Northern Hemisphere, ocean, physical feature, population, recycle, sea, South Pole, Southern Hemisphere, sustainability, symbol, temperature	Arch, atlas, bay, beach, cardinal point, cave, cliff, coastguard, coastline, compass, erosion, harbor, headland, human feature, key, lifeboat, lighthouse, map, ocean, physical feature, pier, route, sea, sea wall, stack, symbol		

