

Geography: Knowledge and Skills Progression Map



Early Years

By the end of EYFS, children will:

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.

EYFS Vocabulary:

Locational Knowledge

Place: A specific area or location, such as park, school or home.

World: The earth and all its places.

Map: A visual representation of an area.

Human and Physical Geography

Weather: Conditions like rain, sun, cloud and wind.

Environment: The surrounding or conditions in which a person, animal or plant lives.

Features: Characteristics of a place, such as mountains, rivers or buildings.

Geographical Skills and Fieldwork

Observe: To look at and notice details about a place or environment.

Compare: To look at similarities and differences between places.

Describe: To give details about what a place is like.

Directional and Positional Language

Left/Right: Directions.

Above/Below: Positional terms.

Near/Far: Distance terms.

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

<p>Substantive Knowledge:</p>	<p>-We should care for the environment. For example, rubbish needs to be put in the bin.</p>		<p>-During the day there is sunlight. At night there is no sunlight so the sky is dark.</p>	<p>-A map is a picture or drawing of a place or journey.</p>	<p>-Parks and gardens contain lots of different plants and animals.</p> <p>-We can use our senses; hearing, sight, touch, taste and smell help us to find out about the world around us.</p> <p>-There are many animals including snails, spiders, butterflies and woodlice that live in gardens.</p>	<p>-All children and their families are different and special.</p>
<p>Disciplinary Knowledge:</p>	<p>-Show care for living things and the environment.</p>		<p>-Begin to observe and talk about living things in the local environment.</p>	<p>-Make and use simple maps in their play to represent places and journeys, real and imagined.</p>	<p>-Begin to observe and talk about living things in the local environment.</p>	<p>-Develop their sense of responsibility and membership of a community.</p> <p>-Develop positive attitudes about the differences between people.</p>
<p>Experience:</p>	<p>Exploring the local environment. Litter picks.</p>					

Reception	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
<p>Development Matters links:</p>	<p>Understanding the World: People, Culture and Communities.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>		<p>Understanding the World: People, Culture and Communities; The Natural World</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Understanding the World: People, Culture and Communities; The Natural World</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>	<p>Understanding the World: People, Culture and Communities; The Natural World</p> <p>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.</p> <p>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.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Understanding the World: People, Culture and Communities; The Natural World</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between</p>

						the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
Substantive Knowledge: <i>'I know'</i>	<ul style="list-style-type: none"> -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. 		<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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:	<ul style="list-style-type: none"> -Take photographs, draw simple picture maps and collect simple data during fieldwork activities. -Describe how the 		<ul style="list-style-type: none"> -Show an awareness of the similarities and differences between people in different communities and groups from around 	<ul style="list-style-type: none"> -Make and use simple maps in their play to represent places and journeys, real and imagined. -Observe and describe 	<ul style="list-style-type: none"> -Begin to collect simple geographical data during fieldwork activities. -Describe how the weather, plants and animals of one place is 	<ul style="list-style-type: none"> -Show care for living things and the environment. -Begin to notice and talk about the different places

	<p>weather, plants and animals of one place is different to another using simple geographical terms.</p> <ul style="list-style-type: none"> -Begin to notice and talk about the different places around the world, including oceans and seas. -Make and use simple maps in their play to represent places and journeys, real and imagined. -Discuss how the local environment has changed over time using photographs and first-hand experiences. 		<p>the world.</p> <ul style="list-style-type: none"> -Describe ways to look after the immediate environment. -Discuss how the local environment has changed over time using photographs and first-hand experiences. -Describe simply how the weather changes as the season changes. 	<p>living things and their habitats within the local environment.</p>	<p>different to another using simple geographical terms.</p> <ul style="list-style-type: none"> -Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. -Make and use simple maps in their play to represent places and journeys, real and imagined. -Describe ways to look after the immediate environment. 	<p>around the world, including oceans and seas.</p> <ul style="list-style-type: none"> -Describe how the weather, plants and animals of one place is different to another using simple geographical terms. -Say how two places in the immediate environment are the same or different. -Describe a familiar route and use maps as part of role play.
Experiences:	Local area walk				Lake District Wildlife Park	Allonby beach visit

Key Stage 1

By the end of KS1, children will:

Develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational Knowledge:

- 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

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
- 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.

KS1 Vocabulary:

Key Physical Features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key Human Features: city, town, village, factory, farm, house, office, port, harbour and shop

Prior learning links:

Understanding the World: People, Culture and Communities.

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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.

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our Wonderful World!		Bright Lights, Big City!			
National Curriculum links:	<p>Locational Knowledge Name and locate the four countries and capital cities of the UK, and its surrounding seas.</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p>Human and Physical Geography Use basic geographical vocabulary to refer to key human and physical features.</p> <p>Geographical Skills and Fieldwork</p>		<p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas.</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p>Human and Physical Geography Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the</p>			

	<p>Use world maps, atlas' and globes to identify the UK and its countries, as well as the countries, continents and oceans studies at this key stage.</p> <p>Use simple compass directions north, south, east and west and locational and directional language, to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features' devise and simple map and use and construct basic symbols in a key.</p> <p>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.</p>	<p>North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key human and physical features.</p> <p>Geographical Skills and Fieldwork</p> <p>Use world maps, atlas' and globes to identify the UK and its countries, as well as the countries, continents and oceans studies at this key stage.</p> <p>Use simple compass directions north, south, east and west and locational and directional language, to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features' devise and simple map and use and construct basic symbols in a key.</p> <p>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.</p>		
<p>Substantive Knowledge:</p> <p>'I know':</p>	<ul style="list-style-type: none"> -Geography is the study of the connections between people and places. -Human features have been made by people. -Physical features are made by nature. -What a map is and how to use a key. -The location of the UK, its countries and capital cities. -The three main types of settlements include: village, town, city. -People can protect the environment by preserving woodlands and hedgerows, recycling and getting rid of waste carefully. 	<ul style="list-style-type: none"> -The United Kingdom is made up of four countries: England, Northern Ireland, Scotland and Wales. -London, Belfast, Edinburgh and Cardiff are the four capital cities of the countries in the United Kingdom. -Physical features are made by nature, they include: hills, mountains, beaches and oceans. -Human features are made by humans, they include: buildings, bridges and roads. -A city is the largest type of settlement with the most houses, people, shops and other buildings. -There are four seasons in the UK: spring, 		

		<p>summer, autumn, winter, and each season has its own typical weather pattern.</p> <ul style="list-style-type: none"> -Buckingham Palace, London Eye and Big Ben are significant London landmarks. -Kuala Lumpur is the capital city of Malaysia. 		
Disciplinary Knowledge:	<ul style="list-style-type: none"> -Name and describe the purpose of human features and landmarks. -Use basic geographical vocabulary to identify and describe physical features. -Draw and read a simple picture map. -Use simple positional and directional language to give directions, describe the location of features and discuss where things are in relation to each other. -Name and locate the four countries of the UK and their capital cities on a map. -Identify the characteristics of a settlement. -Identify features and landmarks on an aerial photograph or plan perspective. -Describe ways to protect nature. -Carry out fieldwork tasks to identify characteristics of the school grounds or locality. 	<ul style="list-style-type: none"> -Name and describe the purpose of human features and landmarks. -Name and locate the four countries of the UK and their capital cities on a map. -Use basic geographical vocabulary to identify and describe physical features. -Identify the characteristics of a settlement. -Carry out fieldwork tasks to identify characteristics of the school grounds or locality. -Identify patterns in seasonal and daily weather. -Identify features and landmarks on an aerial photograph. -Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. -Identify the similarities and differences between London and Kuala Lumpur. 		
Experiences:	Forest School		Walk around local area	
Key Vocabulary:	capital city, country, continent, direction, hedgerow, human feature, location, map, key, meadow, physical feature, settlement, symbol town, village, woodland		cliff, beach, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation Buckingham Palace, Big Ben, London Eye. 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			
National Curriculum links:	<p>Locational Knowledge Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas.</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Human and Physical Geography Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical Skills and Fieldwork Use world maps, atlas' and globes to identify the UK and its countries, as well as the countries, continents and oceans studies at this key stage.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features' devise and simple map and use and construct basic symbols in a key.</p> <p>Use simple compass directions north, south, east and west and locational and directional language, to describe the location of features and routes on a map.</p> <p>Use fieldwork and observational skills to study</p>	<p>Locational Knowledge Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas.</p> <p>Human and Physical Geography Use basic geographical vocabulary to refer to key human and physical features.</p> <p>Geographical Skills and Fieldwork Use world maps, atlas' and globes to identify the UK and its countries, as well as the countries, continents and oceans studies at this key stage.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features' devise and simple map and use and construct basic symbols in a key.</p> <p>Use simple compass directions north, south, east and west and locational and directional language.</p> <p>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.</p>	<p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas.</p> <p>Human and Physical Geography Use basic geographical vocabulary to refer to key human and physical features.</p> <p>Geographical Skills and Fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features' devise and simple map and use and construct basic symbols in a key.</p>			

	the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Substantive Knowledge: <i>'I know'</i>	<ul style="list-style-type: none"> -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 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. 	<ul style="list-style-type: none"> -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. -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. 	<ul style="list-style-type: none"> -Buckingham Palace in London and Balmoral Castle in Scotland are two significant royal residences in the UK.
Disciplinary Knowledge:	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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		

SEATON
ACADEMY