



# St Barnabas

Church of England Primary Academy

A member of **CDARI**

## St Barnabas Progression of Skills

### Geography

This document outlines the progression of geography skills in Key Stage 1 and 2, from Year 1 to Year 6. It details the development of skills across the key areas of Locational Knowledge, Place Knowledge, and Human and Physical Geography/Geographical Skills and Fieldwork, aligning with the UK National Curriculum for geography to ensure that students develop a broad and balanced understanding of the world, its people, places, and environments.

# KS1

<b>Skills</b>	<b><u>Year 1</u> <u>Weather and Seasons</u></b>	<b><u>Year 1</u> <u>United Kingdom</u></b>	<b><u>Year 2</u> <u>Continents and Oceans</u></b>	<b><u>Year 2</u> <u>Hot and Cold Places</u></b>	<b><u>Progression</u></b>
<b><u>Locational Knowledge</u></b>	Identify types of weather in different seasons in the UK.	Locate the UK on a map. Name the four countries and capital cities of the UK.	Name and locate the seven continents and five oceans on a map. Use positional language (N, S, E, W) to describe locations and features on a map. Locate the Equator and North and South Poles on a map or globe.	Identify hot and cold places and locate them on a map. Locate Zambia and the village Mugurameno on a map.	Progresses from identifying and describing different types of weather in the UK to developing map skills by locating countries, continents, oceans, and specific places around the world. Pupils learn to use positional and directional language—such as near, far, north, south, east, and west—to describe the location of features and places with increasing accuracy. They begin to understand how maps represent the world and use simple keys, symbols and compass points to support their geographical understanding.
<b><u>Place Knowledge</u></b>	Observe and record daily weather patterns. Recognise seasonal changes. Understand how weather influences clothing.	Identify physical and human features of the UK. Provide examples of UK features. Share understanding of the UK.	Identify physical and human features of continents. Describe features of a hot and cold place. Compare Darwen and Mugurameno, Zambia, including human and physical characteristics	Recognise features of hot and cold places. Understand how animals adapt to different environments	Progresses from understanding seasonal weather patterns and their effects in the UK to identifying and describing a range of physical and human geographical features across the UK, continents, and specific places around the world. Pupils explore landscapes such as mountains, rivers, and coasts and land use. They also investigate how animals adapt to different

					environments and climates, making connections between physical geography and the ways living things survive and thrive in diverse habitats.
<b><u>Human and Physical Geography</u></b>	Learn the difference between types of weather.	Explain the difference between human and physical features. Describe human and physical features of a UK capital city	Use basic geographical vocabulary to refer to human and physical features.	Use basic geographical vocabulary to refer to hot and cold places.	Introduces basic geographical vocabulary in Year 1 and applies it to describe human and physical features in the UK and other places in Year 2.
<b><u>Geographical Skills and Fieldwork</u></b>	Use simple fieldwork and observational skills to study the school and its grounds. Recognise symbols on a map of the local area. Identify differences between urban and rural areas.		Use world maps, atlases, and globes to identify locations. Use aerial photographs. Measure and record information about hot and cold places.	Use word maps, atlases, and globes to identify hot and cold locations.	Builds on basic fieldwork and observational skills in Year 1 to include using maps, atlases, globes, aerial photographs, and recording information in Year 2.

## Lower KS2

<u>Skills</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Progression</u>
	<u>Climate Zones / North America / Rio and South East Brazil</u>	<u>South America- Amazon Basin / Rainforests / Rivers</u>	
<b><u>Locational Knowledge</u></b>	Identify different lines of latitude, including the Equator, and explain the significance of the Northern and Southern Hemispheres, as well as the Arctic and Antarctic Circles. Locate North America on a world map and identify countries within North America and states within the USA using longitude and latitude. Locate South America on a map and identify and explain the significance of the Equator.	Locate the Amazon and explain its significance. Use maps, atlases, globes and digital mapping to locate rainforests around the world. Explain what a river is and describe its stages and features, as well as how land use changes from source to mouth.	Builds on Year 2 skills by introducing the concept of lines of latitude and key global locations such as the Equator, Tropics of Cancer and Capricorn, and the Prime Meridian. Pupils then progress to using maps, atlases, and digital tools to locate a wider range of countries, continents, regions, and significant geographical features such as mountain ranges, rivers, and deserts, with increasing accuracy and detail.
<b><u>Place Knowledge</u></b>	Define the difference between weather and climate and present climate data using graphs. Recognise patterns to write a weather forecast. Compare similarities and differences between New York and Darwin. Compare similarities and differences in the study of human and physical geography between a region in the UK and Brazil (Rio de Janeiro). Gain an understanding of day-to-day life in Rio and explain the advantages and disadvantages of hosting the Olympics.	Understand the importance of the Amazon Basin and Rainforest and the threats to the Amazon. Explore human and physical features of the Amazon and Manaus and compare the Amazon Basin and South East Brazil to where we live. Describe what a rainforest is and recognise its different layers of life. Describe the water cycle. Describe how human activity affects rivers, including the impact of flooding on communities. Study the River Darwin and its uses.	Progresses from developing an understanding of climate and comparing regions around the world to explaining the significance of geographical features such as rivers, mountains, and coastlines. Pupils deepen their knowledge by exploring the physical characteristics of these features, how they are formed, and how they influence human settlement, land use and economic activity. They also begin to evaluate the impact of human actions on the environment and consider sustainability and conservation.
<b><u>Human and</u></b>		Describe the Amazon Basin and Rainforest. Define	Builds on KS1 and KS2 knowledge by enabling

<p><b><u>Physical</u></b></p> <p><b><u>Geography</u></b></p> <p><b><u>Fieldwork</u></b></p>		<p>deforestation and explain how and why it is occurring, as well as its impact on rainforests. Explore the characteristics of the Congo rainforest and examine the effects of deforestation in that region. Explain how land use changes from source to mouth of a river. Explain the water cycle and how human activity affects rivers, including the impact of flooding. Use fieldwork to study the River Darwen.</p>	<p>pupils to describe and compare a range of physical and human geographical features in local, national, and global contexts. Pupils learn to explain key geographical processes such as deforestation, the water cycle, and urbanisation, exploring their causes, effects, and interconnections. They also begin to apply fieldwork skills more independently—such as observing, measuring, recording, and presenting geographical data using maps, graphs and digital technologies—to investigate real-world environments.</p>
---	--	--	---

## Upper KS2

<u>Skills</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Progression</u>
	<u>Mountains / Volcanoes and Earthquakes / Europe and Study of a Country</u>	<u>United Kingdom / World Trade / Local Geography</u>	
<b><u>Locational Knowledge</u></b>	Describe what a mountain is and locate the world's 'Seven Summits' on a map .Name and locate volcanoes on a map. Locate Europe on a world map and some of its countries and capitals.Locate Greece and its features on a map in relation to where they live.	Name and locate the main human and physical features of the UK, including hills, mountains, coasts and rivers.	Builds on knowledge from previous years by enabling pupils to locate and identify specific geographical features such as mountain ranges, volcanoes, and major rivers using maps, atlases, and digital tools. Pupils then progress to describing the relative and absolute location of countries within a continent, using directional language, compass points, and latitude and longitude. This also includes recognising patterns in the distribution of physical features and how these relate to climate, population and land use.
<b><u>Place Knowledge</u></b>	Describe key features of mountains and how they are formed.Describe mountain climates and explore mountain life.Explore and locate the UK's highest mountains.Recognise the importance of the Himalayas.Find out about the structure of the Earth.Describe what happens at the Earth's plate boundaries.Describe and explain the key features of a volcano.Explore the effects of volcanoes and earthquakes.Learn about countries in the European Union.Use key facts and persuasive techniques to describe the Mediterranean.Compare life in Athens with their own.	Describe and explain the different types of industries in which people in the UK work.Identify various energy sources in the UK.Explain how human activities have affected the UK's landscapes.Learn why people around the world trade, what imports and exports are, and how the global supply chain operates.Explore how their local area fits into the wider world and compare it to London.	Builds on knowledge from previous years by describing physical and human features of different places and comparing them using geographical vocabulary and concepts. Pupils then progress to explaining more complex geographical phenomena such as plate tectonics and their role in shaping the Earth's surface, global trade networks and their influence on economies and cultures, and the impact of human activity on natural landscapes—including urban expansion, agriculture, and environmental degradation. They begin to make connections between these processes and consider both local and global

			implications.
<b><u>Human and Physical Geography</u></b>  <b><u>Fieldwork</u></b>	Describe a mountain environment. Use models and maps to discuss contours and slopes. Identify the Earth's tectonic plates. Explain what an earthquake is and why/where they occur. Evaluate the advantages and disadvantages of living near a volcano.	Understand how the UK has changed over time. Evaluate the advantages and disadvantages of different energy sources. Evaluate the effectiveness of the global supply chain. Think critically about whether their local area is a suitable place for people to live.	Builds on previous years by consolidating the ability to describe and compare human and physical geographical features, and by applying a range of fieldwork skills such as data collection, mapping, and observation. Pupils then progress to evaluating and explaining complex geographical relationships—for example, between climate, land use, and population—and the impacts these have on environments and communities. They begin to consider how human and physical processes interact, explore geographical issues from multiple perspectives, and suggest informed, sustainable solutions to real-world challenges.