Progression in Geographical Knowledge & Skills

Location Knowledge

	Expectations	Key words
EYFS	• Will comment and asks questions about aspects of their familiar world such as the place where they live or the natural world	Place United Kingdom Preston
Y1	• 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.	United Kingdom, England, Northern Ireland, Scotland, Wales, North Sea, Celtic Sea Irish Sea English Channel. Atlantic Ocean.
Y2	• Name and locate the world's seven continents and five oceans.	North America, South America Europe. Africa, Asia, Oceania, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Artic Ocean, Southern Ocean
Y3	• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Name and locate counties and cities of the United Kingdom. • 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).	Equator, Northern Hemisphere, Southern Hemisphere
Y4	• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America • Name and locate counties and cities of the United Kingdom. • 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).	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,
Y5	• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. • Name and locate counties and cities of the United Kingdom. • 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).	Cites of UK latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn

Y6	• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. • 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).	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).

Place Knowledge

	Expectations	Key words
EYFS	• Knows about similarities and differences in relation to places • Talks about the features of their own immediate environment and how environments might vary from one another	House, Flat, Town, Village
Y1	• Small area of the United Kingdom – geographical similarities and differences through studying the human and physical geography of a small area of the UK – Local Area around school/Ribbleton Park	Human feature Physical feature Man made Natural (river, hills, mountains etc)
Y2	• Small area in a contrasting non-European country - geographical similarities and differences through studying the human and physical geography.	Europe, Landmark,Human feature, Physical feature Man made, Natural (river, hills, mountains etc)
Y3	• A region of the United Kingdom – Preston • A region within North or South America – Volcano Areas of South America	County ,Country Continent, Volcano, Vent, Crater, Eruption Active, Dormant
Y4	• A region in a European country – Spain/Barcelona	Europe, Landmark Human feature, Physical feature, Man made Natural (river, hills, mountains etc),Climate, Currency
Y5	• A region of the United Kingdom - Counties that make up England. • A region within North or South America – Brazil	Counties, City, Rainforest Biome, Climate, Tropical, Humid
Y6	• A region in a European country – Children to choose and research a European Country creating fact files.	Europe, Landmark,Human feature, Physical feature Population, Natural (river, hills, mountains etc), Climate, Currency

Human and Physical Geography

	Expectations	Key words
EYFS	• Know about similarities and differences in relation to places.	Map, town, city
Y1	• Identify seasonal and daily weather patterns in the United Kingdom. • Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. city, town, village, factory, farm, house, office, port, harbour and shop.
Y2	• 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	Equator and the North and South Poles
Y3	• Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Volcano, Lava, Magma Vent, Eruption, Dormant Extinct, Molten
Y4	• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Evaporation, Condensation, Precipitation Collection, Ground water, Run-off
Y5	• Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Climate, Humid Tropical, Rainforest, Biome Amazon Basin
Y6	• Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Arid, Temperate Tropical, Mediterranean Polar

Geographical Skills – Fieldwork, Mapping, Enquiry and Investigation, Communication, ICT

	Expectations	Key words
EYFS	• Find out about the environment by talking to people, examining photographs and simple maps and visiting local places.	Environment, Map
Y1	• Use a range of maps and globes (including picture maps) at different scales to identify the UK and its countries. • Locate land and sea on maps. • Recognise that maps need titles. • Recognise landmarks and basic human features on aerial photos. • Know that symbols mean something on maps. • Use simple compass directions (NSEW). • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. • Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.	Map Globe World Land Sea Lake Compass directions Positional directions
Y2	• Use a range of maps and globes (including picture maps) at different scales. • Use large scale maps and aerial photos of the school and local area. • Know which direction is North on an OS map. • Draw a simple map e.g. of a garden, route map, place in a story. • Use and construct basic symbols in a map key. • Know that symbols mean something on maps. • Find a given OS symbol on a map with support • Begin to realise why maps need a key. • Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.	Left Right forwards backwards key symbol aerial birds eye view
Y3	• Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps at more than one scale. • Recognise patterns on maps and begin to explain what they show. • Use the index and contents page of atlases. • Link features on maps to photos and aerial views. • Recognise some standard OS symbols.	North East South West Northeast Southeast Southwest

	• Use the eight points of a compass. • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. • Use four figure coordinates to locate features on maps. • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. • Make links between features observed in the environment to those on maps and aerial photos.	North west
Y4	• Use a wider range of maps (including digital), and atlases to locate features studied. • Use 4 figure coordinates to locate features on maps. • Observe, measure and record the human and physical features in the local area using a range of methods including cameras and other digital devices. • Use the zoom facility on digital maps to locate places at different scales • View a range of satellite images. • Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. • Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. • Use the eight points of a compass. • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. • Make links between features observed in the environment to those on maps and aerial photos.	Satellite image Tributary Mouth Source
Y5	• Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Relate different maps to each other and to aerial photos. • Begin to understand the differences between maps e.g. Google maps versus Google Earth, and OS maps. • Choose the most appropriate map/globe for a specific purpose. • Interpret and use thematic maps. • Use six figure coordinates. • Use a wider range of Ordnance Survey symbols including 1:50K symbols. • Know that different scale Ordnance Survey maps use some different symbols.	Coordinate Aerial Atlas Glob Grid reference

	• Use appropriate search facilities when locating places on digital/online maps and websites. • Use wider range of labels and measuring tools on digital maps. • Start to explain satellite imagery. • Use and interpret live data e.g. weather patterns. • Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. Begin to understand the differences between maps e.g. Google maps vs Google Earth, and OS maps. • Use latitude and longitude in an atlas or on a globe.	
Y6	• Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Relate different maps to each other and to aerial photos. • Begin to understand the differences between maps e.g. Google maps versus Google Earth, and Ordnance Survey maps. • Choose the most appropriate map/globe for a specific purpose. • Interpret and use thematic maps. • Understand that purpose, scale, symbols and style are related. • Recognise different map projections. • Use latitude and longitude in an atlas or on a globe. • Use the scale bar on maps. • Read and compare map scales. • Use field work to observe, record and present human and physical features.	Latitude Longitude Globe 6 figure grid reference Scale