



Geography Knowledge and Skills Progression EYFS-Year 6

	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Locational Knowledge	<p>Be able to name places in my day to day life e.g. places that I regularly visit or are important to my family.</p>	<p>Name and locate the world's continents and 5 oceans using maps and globes.</p> <p>Understand that both a map and a globe show the same thing.</p> <p>Draw and label pictures to show location.</p> <p>Use world maps, atlases and globes to identify the United Kingdom, its countries and key capital cities.</p> <p>Name and locate the seas that surround the UK.</p> <p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. And hot places in the world related to their study of Mexico. Children to identify the equator and locate the</p>	<p>Name and locate the world's continents and 5 oceans using maps, atlases and globes and selecting the most appropriate resources.</p> <p>Use world maps, atlases and globes to identify the United Kingdom, its countries and key capital cities. Selecting the most appropriate resource.</p> <p>Name and locate a widening number of the seas that surround the UK.</p> <p>Be able to identify cities in the contrasting countries using maps.</p> <p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. And hot places in the world related to their study of Mexico. Children to identify the equator and locate the</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate some countries of Europe and describe features studied.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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. Locate countries, cities and landmarks of Europe using Google Maps and on a globe.</p> <p>Name and locate the Equator and describe some of the characteristics of these geographical areas.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries across the world and describe features studied and choose which resource would be most appropriate.</p> <p>Name and locate the Equator and describe the location of countries studied in relation to the equator, tropics, hemispheres and the poles.</p> <p>Name and locate Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.</p> <p>Name and locate a wide range of countries on a world map (recap of all previous locational learning) where significant Natural Disasters have occurred</p>	<p>Locate physical geographical features on a map.</p> <p>Look at and describe maps over time.</p> <p>Describe the location of a country in relation to land use and look for patterns in the locations.</p> <p>Name and locate the countries of North and South America</p> <p>Name and locate Greece on a range of maps, identifying human and physical characteristics of this country including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe the location of countries studied in relation to the equator, tropics, hemispheres and the poles.</p>	<p>Compare maps over time.</p> <p>Understand how time zones are shown on a map.</p> <p>Describe the location of a country in relation to land use <i>and explain</i> patterns in the locations.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p>



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		places on the Equator which are the hottest. <i>Begin to use directional language, including left, right and positional language, to describe the location of countries, continents, and seas.</i>	places on the Equator which are the hottest. Use directional language, including North, East, South and West, describe the location of countries, continents, and seas.	Name and locate Northern Hemisphere and Southern Hemisphere. Know and understand what Latitude and Longitude are. Name and locate a wide range of countries on a world map (recap of all previous locational learning) where significant Natural Disasters have occurred – recalling key features of characteristics.	– recalling key features of characteristics.	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	Arctic and Antarctic Circle, and time zones (including day and night).
Place Knowledge	I can ask questions about what it is like in another country. I can show my knowledge of other countries through role play and art work.	Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? Retell and describe what life is like in the UK compared to life in another country. Express own views about a place, people and environment.	Explain and compare life in the UK and life in another country. Study pictures/videos of two differing localities, make comparisons between life in the UK and life in Arctic/Mexico, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?	Express own views about a place, people and environment <i>with reasoning</i> . Identify features of a place using aerial photographs and Google Earth. Describe geographical similarities and differences between countries. Describe and understand geographical similarities and	Describe, understand <i>and explain the reasons for</i> geographical similarities and differences between countries, including the UK, Europe and a region of North America. Explain and compare life in the UK and life in another country. Compare and give reasons for the different lifestyles within a country or area of a country.	Use a range of geographical resources to give descriptions and opinions of the characteristic features of a location. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world.	Discuss how people are influenced by both physical and human geography on a local, national and global scale. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.



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		<p>Draw pictures to show how places are different <i>and explain what they show.</i></p>	<p>How does the climate impact lifestyle?</p> <p>Explain own views about locations, giving reasons.</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p>	<p>differences between countries, including the UK, Europe and a region of North America.</p>		<p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s tube map).</p>	<p>Describe, and explain, geographical diversity across the world.</p> <p>Understand the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain the reasons for change.</p> <p>Describe and explain how countries and geographical regions are interconnected and interdependent.</p>
<p>Human and Physical Geography</p>	<p>I can use everyday vocabulary to name common physical features.</p> <p>I can show respect of different cultures</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and that of a non-European country.</p> <p>Use basic geographical vocab to refer to and name the key human features and physical features of their locality.</p>	<p>Name types of weather and describe the weather associated with the four seasons.</p> <p>Ask questions about the weather and their links to seasons.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a</p>	<p>Compare different types of settlements and land use.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location, beginning to make links with other countries studied.</p> <p>Compare different types of settlements and land use.</p> <p>Explain the water cycle using scientific</p>	<p>Describe how physical geographical features are formed.</p> <p>Describe how humans are impacted both positively and negatively by physical features. Recognise that humans can have some control over physical features.</p> <p>Describe the different climate zones and</p>	<p>Explain the different climate zones and Vegetation belts on a global scale.</p> <p>Describe, understand <i>and explain</i> key aspects of: physical geography, including: climate zones, vegetation belts, mountains, volcanoes and earthquakes rivers, climate zones, biomes and coasts Human</p>



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		<p>Name some types of weather and describe the weather associated with the four seasons.</p> <p>Ask questions about the weather and seasons.</p> <p>Describe the seasons and relate the changes to changes in clothing and activities.</p> <p>Understand that different countries have different weather and begin to link this to climate.</p> <p>Understand they/humans have an affect on the environment.</p>	<p>small area of the United Kingdom and that of a non-European country.</p> <p>Use basic geographical vocab to refer to and name the key human features and physical features of their locality.</p> <p>Explain and compare the seasons and the changes to changes in clothing and activities.</p> <p>Understand that different countries have different climates.</p> <p>Recognise that humans have a choice in their lifestyle affecting the environment.</p>	<p>Understand geographical similarities and differences through the study of human and physical features of the River Fowey and the River Po.</p> <p>Explain the water cycle using scientific terminology and explain the changes of state. Locate rivers in UK and significant rivers in Europe.</p> <p>Identify the main physical and human characteristics of: UK, Italy and Florida</p> <p>Begin to recognise that out choices impact lives of other people. Describe the journey of a river from source to sea.</p> <p>Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, coasts, seas,</p>	<p>terminology and explain the changes of state.</p> <p>Identify the main physical and human characteristics of: UK, Italy and Florida</p> <p>Recognise that our choices impact the lives of other people.</p> <p>Locate rivers in UK and significant rivers in Europe. Describe the journey of a river from source to sea.</p> <p>Describe key aspects of physical geography, including: mountains, volcanoes and earthquakes, valleys, city, town, hills, rivers, beaches, coasts</p> <p>Describe, understand <i>and explain</i> key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, coasts, seas, - human geography, including: settlements,</p>	<p>Vegetation belts on a global scale. Be able to say what weather and vegetation is related to these and begin to give reasons why.</p> <p>Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK.</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Identify and describe how the physical features affect the human activity within a location.</p>	<p>geography, including: settlements, land use, economic activity including trade links, distribution of natural resources, settlements, the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Identify and describe how the physical features affect the human activity within a location. Describe how geographical features change over time.</p> <p>Analyse the positive and negative impact of a human change on both a local and global scale.</p> <p>Explain how humans use physical geographical features for a variety of purposes. (Why do people live near volcanoes/flood zones?)</p> <p>Describe and understand the water cycle and how Tsunamis are formed.</p>
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				<p>- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>Describe how the locality of the Cornwall has changed over time.</p>	<p>land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>Describe <i>and explain</i> how the locality of the Cornwall has changed over time.</p>	<p>Describe, understand <i>and explain</i> key aspects of: physical geography, including: climate zones, biomes and mountains. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</p>	
<p>Geographical Skills and Fieldwork</p>	<p>Observe closely what is around me and make comments on what I see.</p>	<p>Use locational language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p> <p>Use aerial images to locate a familiar place.</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p>	<p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple grid references (A1, B1).</p>	<p>Start to use the 8 points of a compass.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Follow a journey using computer mapping – Google Maps / Geocaching. Make detailed maps using a key.</p>	<p>Use the eight points of a compass.</p> <p>Include a key on a map using common OS symbols.</p> <p>Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world.</p> <p>Understand how colours are used on a map to show different physical zones.</p>	<p>Use 6 figure grid references.</p> <p>Explain what data which has either been collected or researched shows and the impact of it.</p> <p>Record data in a line graph.</p> <p>Develop a good understanding of the symbols used on an Ordnance Survey map.</p> <p>Use fieldwork to observe, measure record and present the human and physical features in</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Compare aerial photos and maps taken over time.</p>



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		<p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Identify land use in our town.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p>	<p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.</p> <p>Collect data using observations and record it in a table.</p>		<p>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 mapping technologies.</p>	<p>the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use different types of fieldwork sampling (random) to observe measure and record the human and physical features in the local area. Record results in a range of ways. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). (Map of Europe from 1939/1945/2022)</p>
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