GEOGRAPHY PROGRESSION AND SKILLS

Locational Knowledge (UK, World)

Reception	Year 1	Year 2
	Name, locate the four countries and capital cities of the UK Name and locate the world's seven continents. Name and locate a country in the African continent (Zambia). Have an awareness of the Equator and North and South poles (Explorers)	Name, locate and identify characteristics of the four countries and capital cities of the UK, **surrounding seas and islands.** Name and locate the world's seven continents **and five oceans.** Name and locate a country in the Asian continent (China). Locate the Equator and North and South poles.

Year 3	Year 4	Year 5	Year 6
Locate and name the countries making up the UK, with their capital cities and surrounding seas and islands. **Identify rivers and mountains. Know what a county is. Locate Yorkshire and know it is split into 4 areas** (Swiss Alps). **Name and locate the key topographical features in the UK (hills, mountains, rivers and coasts).** Name and locate the world's seven continents **(identifying countries within them)** and five oceans. Locate the main countries of Europe and identify the capital cities. Identify some of the longest rivers in the world and some of the highest mountains. Identify and locate some of the world's most famous mountain ranges (Swiss). Identify the position and significance of the Equator, N and S. Hemisphere.	Locate and name the counties that surround Yorkshire. **Identify geographical regions and their identifying human and physical characteristics, land-use patterns and understand how some of these aspects have changed over time.** Name and locate the world's seven continents (identifying countries within them) and five oceans. **On a world map, locate areas of similar environmental regions (biomes) deserts (India)** Identify the position and significance of the Equator, N and S. Hemisphere, **Tropics of Cancer and Capricorn.**	Locate and name the main counties and **cities** in England. Identify geographical regions and their identifying human and physical characteristics, land-use patterns and understand how some of these aspects have changed over time. Name and locate the world's seven continents (identifying countries within them) and five oceans. **On a world map, locate areas of similar environmental regions (biomes), either desert, rainforest or temperate regions.** Locate the main countries in South America. Locate and name the cities within these countries. Identify the position and significance of the Equator, N and S. Hemisphere, Tropics of Cancer and Capricorn, **Arctic and Antarctic Circle.**	Locate and name the main counties and **cities** in England. Identify geographical regions and their identifying human and physical characteristics, land-use patterns and understand how some of these aspects have changed over time. On a world map, locate the main countries in the seven continents. Identify their main environmental regions, key physical and human characteristics, and major cities. **Identify the position and significance of latitude/longitude and the Prime/Greenwich Meridian and time zones.**

Place Knowledge			
Reception	**Year 1**	**Year 2**	
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. 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. 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.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small contrasting non-European country – **Zambia and Farsley**	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small contrasting non-European country – **Beijing and Farsley**	
Year 3	**Year 4**	**Year 5**	**Year 6**
Compare a region of the UK with a region in Europe focusing on the similarities and differences in human, physical features and land use – **Yorkshire and Swiss Alps**	Understand geographical similarities and differences in settlements by comparing villages, towns and cities in **India and the UK.**	Understand geographical features through the study of human and physical geography of the **Amazon Rainforest**	Understand human and physical similarities and differences through a case study of natural disasters in a developing country compared with a developed country. **Haiti and Japan**

Human and Physical Geography			
Reception	**Year 1**	**Year 2**	
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Identify seasonal and daily weather patterns in the UK (Science Seasonal Changes Sum 1). Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles (Explorers). Use basic geographical vocabulary to refer to: - key physical features including, forest, soil, vegetation. - Key human features including, village, farm, house, office (Zambia).	Identify seasonal and daily weather patterns in the UK and compare with Beijing. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles (Holidays) Use basic geographical vocabulary to refer to: - key physical features including, **beach, cliff,** forest, **hill, mountain, sea, ocean,** river, soil, **valley,** vegetation, **island, coast, bay,** season and weather. - Key human features including, **city, town,** village, **factory**, farm, house, **office port**, **harbour, pier, lighthouse** and shop.	
Year 3	**Year 4**	**Year 5**	**Year 6**
Describe and understand key aspects of physical geography - rivers and mountains - climate (temperate). Describe and understand key aspects of human geography - land use (Maya) - tourism – this aspect will be covered in writing lessons (Swiss)	Describe and understand key aspects of physical geography – The water cycle (covered in science) biomes (deserts). Describe and understand key aspects of human geography – explore and investigate the human impact on the physical world. Describe and understand key aspects of human geography – distribution of natural resources including energy, food, minerals and water.	Describe and understand key aspects of physical geography – biomes, vegetation belt and climate zones (rainforest). Comparisons made between the river Wharf (studied in Y3) and the River Amazon. Describe and understand key aspects of human geography – economic activity including trade links (Fairtrade).	Describe and understand key aspects of physical and human geography – volcanoes and earthquakes. explore and investigate the human impact on the physical world. Describe and understand the impact of climate change. Use fieldwork to observe, 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 technologies (focussing on sustainability at school).

Geographical Skills and Fieldwork			
Reception	**Year 1**	**Year 2**	
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants.	Use world maps, atlases and globes to identify the UK and its countries and capitals. Use world maps, atlases and globes to identify the continents and oceans. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human features of its surrounding environment. Use simple fieldwork to study the area around school focusing on housing (Grandparents). Use historical maps and aerial photographs to compare the changes in housing in the local area since 1960s (Grandparents).	Use world maps, atlases and globes to identify the UK and its countries, capitals, **and surrounding seas.** Use world maps, atlases and globes to identify the continents and oceans. Use simple fieldwork and observational skills to study the geography of their **local area** and the key human and physical features of its environment. Use simple fieldwork to study the features of their local area. Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near, 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 with a key with basic symbols.	
Year 3	**Year 4**	**Year 5**	**Year 6**
Use maps, atlases, globes and digital/computer mapping (Google Earth, Digimaps) to locate countries and describe features studied. Learn the eight points of a compass (in PE lessons). Learn 2 figure grid reference, some basic symbols and keys (including the use of a simplified Ordnance Survey maps) to build their knowledge of the UK and the wider world (Maya). Learn four-figure grid References to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe and record the human and physical features in the local area as well as the formation of meanders – (covered in the Bolton Abbey trip).	Use maps, atlases, globes and digital/computer mapping (Google Earth, Digimaps) to locate countries and describe features studied. Revise the eight points of a compass (PE lessons) Revisit four-figure grid References to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe and record the human and physical features in the local area (road traffic/car occupancy survey). Use historical maps and aerial photographs to identify and compare changes in land use and occupancy since the Victorian era.	Use maps, atlases, globes and digital/computer mapping (Google Earth, Digimaps) to locate countries and describe features studied. Use the eight points if a compass (PE lessons and maths) Learn six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. Orienteering on the school grounds.	Use maps, atlases, globes and digital/computer mapping (Google Earth, Digimaps) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude. Expand map skills to include non-UK countries. 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 technologies (covered in fieldwork week based on local sustainability) Orienteering on the school grounds.