Geography Knowledge Progression

EYFS	The World
30-50 months	-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
40-60 months	-Looks closely at similarities, differences, patterns and change.
ELG	-Children know about similarities and differences in relation to places. They talk about features of their own immediate environment and how environments might vary from one another.

KS1 Progression in Geography

Pupils should 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.

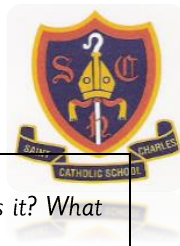|	Locational Knowledge	Place Knowledge	Physical & Human Geography	Geographical Skills & Fieldwork
Year 1	- Name the four countries of the UK, capital cities and surrounding seas. - Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks in the UK. - Begin to know simple features of the countries of the UK. - Use aerial photographs to recognise and describe the basic human and physical features of the capital of the UK: London.	- Know human features of our local area of Hadfield, including houses, shops, roads, schools, playgrounds, etc. - Know the physical features of our local area of Hadfield, including, hills and rivers. - Begin to know the differences between town and country locations, focusing on the amount of buildings located around school and compare with aerial photographs of the local countryside areas. - Explain that seaside resorts can be found in the UK and worldwide	- Order the months of the year and recognise seasons. - Identify seasonal and daily weather patterns in the United Kingdom and know the differences between the seasons - Name a range of weather types. - Identify the types of clothing worn in different weather, offering explanations about how weather can affect people's lives, giving examples both positive and negative. - Relate weather types to the seasons and months of the year.	- Use world maps, atlases and globes to locate the United Kingdom and its countries. - Use simple fieldwork and observational skills to study the geography of their school and its grounds; - Observe and identify the key human and physical features of its surrounding environment. - Know what a map shows us and explain some basic features of maps, e.g. roads and buildings. - Draw a simple sketch map of the school and local area from observations in the outdoor environment.

	- Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks. - Locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK;	- Describe a UK seaside resort (St. Anne's) in detail using a range of information	- Identify the types of weather we have in the United Kingdom and record the daily weather in our area. - Describe simple human and physical features about seaside resorts - Understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past. - Use basic geographical vocabulary to refer to: -beach, cliff, coast, forest, hill, mountain, sea, ocean, river. -city, town, village, factory, farm, house, office and shop.	- Know and use the terminology of left, right, above, below, next to. - Plan a simple route around the local area using a map and key vocabulary.
Year 2	- Identify hot and cold places and locate them on a map, looking at how they relate to the position of the Equator. - Name and locate the world's seven continents and five oceans. - Describe where different continents are located. - Kenya is in Eastern Africa. Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks.	- Understand the human and physical geography of the UK and the local area. - Locate Kenya on a world map and know that it is a hot place compared to the UK. - Know that Lake Victoria is the largest lake in the world and part of it is in Kenya. - Know that animals such as lions, buffalo, leopards, elephants and rhinoceros live in Kenya -Understand geographical similarities and differences of Hadfield in the UK with The capital of Kenya is Nairobi. - Know the difference between a village and	- Recognise and describe the features of hot and cold places. - Identify the animals that live in hot and cold places and recognise how they adapt. - Use the terms: deserts, rainforests and polar regions. - Understand the location of hot and cold areas of the world is related to their location and the location of the Equator and the North and South Poles - Begin to classify key features of places into 'natural' and 'man-made' - Identify the physical features of a	- Identify hot and cold places and locate these on a world map. - Use world maps, atlases and globes to identify the 7 continents and 5 oceans. - Use world maps to locate the continents of Europe and Africa and then the location of the UK and also Kenya. - Use aerial photographs to 'view from above' and recognise basic human and physical features. - Use and follow simple compass directions (NESW); - Plan and follow routes on a map using map symbols;

		continent. including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	
	a town.		- Ask geographical questions – Where is it? What is this place like? How near/far is it?
		Identify the human features of a continent, including: city, town, village, factory, farm, house, office, port, harbour and shop.	- Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
		- Understand why traffic lights are needed and why there are no traffic lights in Hadfield	- 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.

KS2 skill progression in Geography

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

	Locational Knowledge	Place Knowledge	Physical & Human Geography	Geographical Skills & Fieldwork
Year 3	- Identify the position and significance of lines of latitude: The Equator, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle - Locate different climate zones and explore the differences between the Northern and Southern Hemispheres. - Understand that climate depends primarily on the latitude of a particular place in relation to the equator and the poles	- Describe the key characteristics of the Amazon Rainforest in South America. - Explain the importance of the Amazon Rainforest on the wider continent of South America. -Understand the key differences between living in Hadfield and the Amazon region. - Know that Derbyshire is bordered by 7 other counties. - Find similarities and differences between Glossop and its twin town, Bad Vilbel.	-Understand and explain how latitude is linked to climate. -Compare the similarities and differences between temperate and tropical climates. -Explore weather patterns within a climate zone. - Recognise the different layers of life in a rainforest, considering biomes and vegetation belts. -Recognise the features that make up a rainforest, including, the climate, animals and	- Use maps, atlases and globes to locate the countries of South America and describe features studied - Begin to use 8 compass points - Roads are marked in different colours on maps. - Understand how to use the index in an atlas to identify different countries, cities and physical features of southern Europe, e.g. Mt. Vesuvius

		- Understand why Glossop has so much traffic even though it is a relatively small town	plants, people, food and medicine. Describe and explain the physical impacts of deforestation of the Amazon Rainforest. -Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area. - Recognise that there are different classes of roads which allow different traffic on them. Motor ways, A roads- major roads, B roads- minor roads, classified unnumbered roads and unclassified roads	
Year 4	- Locate North America on a world map and explore the landscape. - Find and locate the world's rainforests on a map, and the significance of the lines of latitude on the location of rainforests. - -Locate and identify a range of climatic, physical and human features, including the Andes, The Amazon Rainforest and The Amazon -Name and locate at least four countries and their capital cities in North America.	- Name the major rivers in the UK, including the River Thames as well as the River Etherow. - Describe the location and main human and physical features of North America - Know the names of at least four countries in North American and the names of their capital cities. -Name the largest country in North America and the names of four other countries and their capital cities. - Name at least 5 states in USA, and compare the landscapes of different US states. - Compare New York state, New York City within our local area (Hadfield and	- Describe and explain how the water cycle works. - Identify the main courses of a river: the upper, middle and lower courses. - Name the main features of a river, and the way that land use changes from the source to the mouth. -Describe and explain the process of erosion and deposition during the course of a river's journey that results in meanders and oxbow lakes. - Know that most major world cities are located near rivers, understanding how rivers have impacted on human life and land-use over thousands of years and still today, with a focus on how people use rivers.	- Use the index in an atlas to locate the world's longest rivers. - Understand how to use digital mapping to locate satellite images of the world's major rivers. - Use and atlas to find and locate rivers in the UK, identifying the source and mouth of the river. - Know how to use an atlas to locate North America on a world map and to identify the countries within this continent. - Use online mapping, including Google Maps, to explore the US states and the cities within different states, with a focus on New York. - Use digital/computer mapping to study the

		Derbyshire), focusing on the similarities and differences between states and counties in the UK. - Know that Manchester is the closest city to our school. - Understand why Manchester grew and became an important city.	- Recognise and explain how human activities affect rivers, including pollution and dams. - Describe how flooding affects local communities living nearby rivers. - Identify the position and significance of lines of latitude, including the Equator and the Tropics of Cancer on the North American and southern European climate. -Explore the physical geography of the Rockies mountain range (USA). - Understand the differences in physical and human landscapes found in different US states: Physical – climate zones, biomes, mountains, volcanoes and rivers Human – types of settlement and land-use, with a focus on New York City.	human and physical features of the Greater Manchester region. - Use 8 compass points - Use letter/no. co-ordinates to locate features on a map confidently.
Year 5	-Locate key topographical features (including hills, mountains, coasts and rivers) in the UK, with a focus on the Lake District and the Pennines. -Name three major cities of Brazil and know the capital city is Brasilia. -Know four of the world's major summits (seven summits), including: Everest, Kilimanjaro, Mont Blanc, Aconcagua.	- Recognise the importance of the Himalayas for people living in the region. -Understand and explain the differences between urban and rural areas in the UK. -Know the human geography similarities and differences between The High Peak and the Lake District town/villages, including seasonal migration and tourism.	-Understand that under the earth's surface are plates -Understand that fold mountains are formed at convergent plate boundaries; describe and explain the process. -Know the key difference between a hill and a mountain and understand the key features of mountains: summit/peak, ridge, valley, face, slope	-Use maps, atlases and globes to locate the countries of South America and describe features studied -Use maps, atlases and digital mapping to explore and locate the UK's highest mountains. -Locate the main mountain ranges of the world on a world map, understanding their location in relation to plate boundaries. -Use the eight points of a compass.

	-Locate and identify a range of climatic, physical and human features, including the major cities on the Atlantic coast.		-Understand and describe how mountain ranges can affect weather, given their climate. -Understand the physical geography of the Lake District, including bodies of water (meres, lakes and waters), mountains, coasts, rivers. -Understand the types of settlements found in the Lake District, understanding that there are no major cities and discuss the reasons why (the challenge the topography of the area creates and its location in relation to transport hubs of northern England.	-Use Ordnance Survey maps, aerial photographs and digital mapping tools (Google Maps) to explore the Lake District. -Use four and six-figure grid references with Ordnance Survey maps of The Lake District area and Glossop. -Use and understand the symbols and key used on Ordnance Survey maps.
Year 6	-Know the location of the countries within the UK and compare and contrast the different counties of the UK. -Locate Hadfield, Derbyshire, and the North-west on a UK map (using an atlas and Google Maps) -Name and locate six cities in the UK. -Know the names and locations of eight counties in England, including, Lancashire, Yorkshire and Derbyshire. -Identify the position and significance of the Prime/Greenwich Meridian and time zones in both South America and the UK.	-United Kingdom unit (see human and physical geography section) -Understand local, regional, national and international links to our local area. -Identify the principal human and physical features of the Derbyshire within the UK. -Understand how the local area (High Peak) meets the needs of the local population. -Understand the term inequality and explain the inequality experienced in cities in South-east Brazil. -Describe and explain what life is like for residents in a densely populated area and understand what a Brazilian favela (settlement) is.	-Describe and understand the types of settlement found in Rio de Janerio and the other major cities in South-east Brazil. -Understand how land-use development in some cities South-east Brazil as resulted in high-population density and difficult living conditions. identify similarities and differences between the human geography of a place in eastern Europe and where I live; - explain why the Chernobyl nuclear disaster happened - explain some of the after-effects of the Chernobyl nuclear disaster.	-Use maps, atlases and globes to locate the counties, cities of the UK. -Use Google Maps (digital mapping) to explore the geography of the UK, describing human and physical features. -Use the eight points of a compass and Ordnance Survey maps to navigate around a local area (Hadfield). -Use Ordnance Survey maps, aerial photographs and digital mapping tools (Google Maps) to explore the local area. -Use four and six-figure grid references with Ordnance Survey maps of the Pennines and High Peak area. -Use sketch maps and digital technologies

	- identify 10 countries in Europe; - identify the countries affected by the Chernobyl nuclear disaster	*Understand and explain the similarities and differences in daily life between the UK and Rio and the South-East of Brazil.* *-Know the main human, physical and climatic similarities and differences between the major cities of South-east Brazil and local towns and cities in the UK, including Glossop, Manchester and Liverpool.* *-Know the main human, physical and climatic similarities and differences between a place in Eastern Europe and where I live*		*(Google Maps) to record and present the human and physical features of the local area. (including a local walk)* *-Use an aerial image to describe the key physical and human features of the region and local area* *-Use distance and compass points to identify the approximate location of a place.* *-Use scale on a map to measure approximate distances.* *-Annotate an Ordnance Survey Map to accurately locate specific Sites, creating symbols and a key for a simple land use map.*