

# Geography Knowledge & Skills Progression Map

The Early Learning Goals that link most closely to the Geography National Curriculum.

## ELG: People, Culture and Communities

- Children at the expected level of development will:
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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.

## ELG: The Natural World

- Children at the expected level of development will:
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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 some important processes and changes in the natural world around them, including the seasons.

## National Curriculum Expectations

### Key Stage 1 National Curriculum Expectations

#### Locational Knowledge

Pupils should be taught to:

- 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.

#### Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

#### Human and Physical Geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the 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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

#### Geographical Skills and Fieldwork

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and 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; and use and construct basic symbols in a key;
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

# Geography Knowledge & Skills Progression Map

## Key Stage 2 National Curriculum Expectations

### Locational Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- 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).

### Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

### Human and Physical Geography

Pupils should be taught to:

- 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.

### Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- 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.

# Geography Knowledge & Skills Progression Map

## Locational Knowledge

	EYFS - Reception	KS1	LKS2	UKS2
Locational Knowledge	<p>Pupils develop their understanding of the world around them by learning about their immediate environment.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use maps to explore and describe the immediate environment.</li> </ul> <p><i>Key vocab: environment, place, quiet, busy, same, different, similar, home.</i></p>	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p><b>KS1 Geography National Curriculum</b> Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans;</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh, capital city town, city, village, sea, beach, hill, mountain, English Channel, North Sea, Irish Sea, Atlantic Ocean, world map, continent, ocean, Europe, Africa, Asia, Australia, North America, South America, Antarctica, Atlantic, Pacific, Indian, Southern, Arctic Oceans</li> </ul>	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p><b>LKS2 Geography National Curriculum</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps with a focus on Europe (Italy, Norway and Russia) and North America, concentrating on environmental regions and key physical and human characteristics;</li> <li>use maps to locate the world's countries and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>name and locate counties and cities of the United Kingdom, identifying human and physical characteristics</li> </ul>	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p><b>UKS2 Geography National Curriculum</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use maps to locate the world's countries with a focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</li> </ul>

## Geography Knowledge & Skills Progression Map

			<p>including hills, mountains, rivers and seas, and how a place has changed;</p> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, North America,</li> </ul>	<ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude to find locations on a map, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, South America, border, key, the Prime/Greenwich Meridian and time zones.</li> </ul>
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# Geography Knowledge & Skills Progression Map

## Place Knowledge

	EYFS - Reception	KS1	LKS2	UKS2
Place Knowledge	<p>Pupils develop their understanding of the world around them by learning about different cultures and communities as well as the natural world.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Key vocab: environment, place, hot, cold, far away, close, natural, similar, same, different, busy, quiet, countryside, city, seaside.</i></p>	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p><b>KS1 Geography National Curriculum</b> Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>compare the UK with a contrasting country in the world (Australia);</li> <li>compare a local city/town in the UK with a contrasting city/town in a different country;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: London, compare, capital city, country, population, weather, similarities, differences, farming, culture, river, desert, volcano.</li> </ul>	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p><b>LKS2 Geography National Curriculum</b> Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North America.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom (East Anglia);</li> <li>explore similarities and differences, comparing the human geography of a region of the UK, Naples (Italy) and a region of North America;</li> <li>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</li> <li>explore similarities and differences, comparing the physical geography of a region of the UK, Naples (Italy) and a region of North America;</li> <li>use key vocabulary to demonstrate</li> </ul>	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p><b>UKS2 Geography National Curriculum</b> Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and South America;</li> <li>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and South America;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, physical features, climate, human geography, land use, settlement, economy, natural resources, Rain Forest, Amazon, Brasilia</li> </ul>

## Geography Knowledge & Skills Progression Map

			knowledge and understanding in this strand: city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural, East Anglia, Italy, Naples, North America,	
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## Geography Knowledge & Skills Progression Map

### Human and Physical Geography

	EYFS - Reception	KS1	LKS2	UKS2
Human and Physical Geography	<p>Children will develop their understanding of the world around them by learning about some of its physical and human geography.</p>	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p>	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p>	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p>

## Geography Knowledge & Skills Progression Map

<b>Physical Geography</b>	<p><b>PHYSICAL GEOGRAPHY:</b></p> <p>Children will develop their understanding of the world around them by learning about some of its physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>understand some important processes and changes in the natural world around them, including the seasons;</li> <li>explore the natural world around them, making observations and drawing pictures.</li> </ul> <p><i>Key vocab: hot, cold, Spring, Summer, Autumn, Winter, seasons, weather, countryside, hill, seaside, beach, sea.</i></p>	<p><b>PHYSICAL GEOGRAPHY:</b></p> <p><b>KS1 Geography National Curriculum</b></p> <p>Children will understand key physical geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</li> <li>use basic geographical vocabulary to refer to key physical features, including: season, weather, snow, Artic, Antarctic, polar, freezing, temperature, degrees, Celsius</li> </ul>	<p><b>PHYSICAL GEOGRAPHY:</b></p> <p><b>LKS2 Geography National Curriculum</b></p> <p>Children locate a range of the world's most significant physical features. Explain how physical features have formed, why they are significant and how they can change.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, coasts and the water cycle;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, beach, cliff, coastal erosion, deposition, sea defenses, groynes, sea wall, revetments, gabion, break waters</li> </ul>	<p><b>PHYSICAL GEOGRAPHY:</b></p> <p><b>UKS2 Geography National Curriculum</b></p> <p>Children will locate a range of the world's most significant physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, mountains, rivers, volcanoes, earthquakes, tornadoes and tsunamis;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicenter, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, peak, plateau, fold mountain, fault-block, mountain, dome mountain, volcanic mountain, plateau mountain, upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary, Coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit.</li> </ul>
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## Geography Knowledge & Skills Progression Map

Human Geography	<p><b>HUMAN GEOGRAPHY:</b></p> <p><b>Children will develop their understanding of the world around them by learning about some of its human geography.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>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.</li> <li>explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul> <p><i>Key vocab: similar, same, different, compare, weather, city, countryside, busy, quiet.</i></p>	<p><b>HUMAN GEOGRAPHY:</b></p> <p><b>KS1 Geography National Curriculum</b> Children will understand key human geographical features of the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p><i>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p>	<p><b>HUMAN GEOGRAPHY:</b></p> <p><b>LKS2 Geography National Curriculum</b> Children locate a range of the world's most significant human features. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, including coasts.</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: deforestation, pollution, settlement, settler, site, need, shelter, food, import, export, trade, efficiency, conservation, carbon footprint.</li> </ul>	<p><b>HUMAN GEOGRAPHY:</b></p> <p><b>UKS2 Geography National Curriculum</b> Children will locate a range of the world's most significant human features. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>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;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental.</li> </ul>
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# Geography Knowledge & Skills Progression Map

## Geographical Skills and Fieldwork

	EYFS - Reception	KS1	LKS2	UKS2
<b>Geographical Skills and Fieldwork</b>	<p>Children can begin to use geographical skills and communicate geographical information in some different ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>describe their immediate environment using knowledge from maps;</li> <li>Use stories, non-fiction texts and maps to help them find out about similarities and differences between life in this country and other countries.</li> </ul> <p><i>Key vocab: map, key, forwards, backwards, left, right, route, move, direction.</i></p>	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p><b>KS1 Geography National Curriculum</b> Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</li> <li>use simple compass directions and locational and directional to describe the location of features and routes on a map;</li> <li>devise a simple map; and use and construct basic symbols in a key;</li> <li>use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: compass, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</li> </ul>	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p><b>LKS2 Geography National Curriculum</b> Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>use 4 points of a compass, basic grid references, symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li>use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, compass, 4-point grid reference.</li> </ul>	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p><b>UKS2 Geography National Curriculum</b> Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</li> <li>use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</li> </ul>