



Geography

Curriculum Skills and Progression Map

| Skill Area | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Topics covered | | <p>Term 1: Weather</p> <p>Term 2: Castles</p> <p>Terms 3 & 4: Non-European study: Africa</p> <p>Term 5: Local area</p> <p>Term 6: UK map skills</p> | <p>Term 2: UK maps skills – locating London</p> <p>Term 3: <i>Non-European study: North and South Pole</i></p> <p>Term 5: School and its surrounding environment</p> <p>Term 6: Islands</p> | <p>Term 2: Countries in Europe</p> <p>Term 3: UK Geography</p> <p>Term 5 & 6: Climate change and environmental effects</p> | <p>Term 1: Countries of the world</p> <p>Term 3: Volcanoes & earthquakes</p> <p>Term 4: European study: Italy</p> <p>Term 5 & 6: Rivers & the water cycle</p> | <p>Term 3: Mountains</p> <p>Term 4: Map skills</p> <p>Term 5 & 6: <i>European study: Greece</i></p> | <p>Terms 1 & 2: <i>The world before WWII</i></p> <p>Terms 3 & 4: The voyage of HMS Beagle</p> <p>Term 5 & 6: Rainforests and deforestation <i>Locational knowledge</i></p> |
| Place knowledge | <p>Contrast locations around the world with the area of the UK the children live in.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Compare life in the UK to life in other countries.</p> | <p>Name, describe and compare familiar places.</p> <p>Link their homes with other places in their local community.</p> <p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p>Suggest ideas for improving the school environment. What's it like where we live?</p> | <p>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.</p> | <p>Understand why there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other.</p> <p>Compare and contrast a town in England with another town in the UK?</p> | <p>Know about the wider context of places – region, country.</p> <p>Understand why there are similarities and differences between places.</p> <p>Compare and contrast a town in England with another town in Europe?</p> | <p>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.</p> <p>Compare and contrast a town in England with another town in a non-European country?</p> | <p>Understand why there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other.</p> <p>Compare two non-European countries?</p> |
| Human and Physical | <p>Name and describe some physical and human geographical features of the local area.</p> | <p>Describe seasonal weather changes and what this looks like in our environment.</p> | <p>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.</p> | <p>Identify physical and human features of the locality.</p> <p>Explain about weather conditions/patterns around the UK and parts of the Europe.</p> | <p>Describe human features of the UK regions, cities and/or counties.</p> <p>Understand the effect of landscape features on the development of a locality.</p> | <p>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.</p> | <p>Identify physical and human features of the locality.</p> <p>Explain about weather conditions/patterns around the UK and parts of the Europe.</p> |

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| | | | <p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Describe temperature differences around the world, over the year.</p> | | <p>Describe how people have been affected by changes in the environment.</p> <p>Explain about natural resources e.g. water in the locality.</p> <p>Explore weather patterns around parts of the world.</p> <p>How does the weather effect our natural environment?</p> | <p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> | <p>Are we damaging the world?</p> <p>How will our world look in the future?</p> |
| Geographical skills and fieldwork | <p>Draw a simple map of the immediate environment or an imaginary setting.</p> <p>Ask simple questions e.g. What is it like to live in this place?</p> | <p>Ask geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>Use simple maps of the local area e.g. large-scale print, pictorial etc.</p> <p>Use locational language (e.g. near and far, left and right) to describe the location of features and routes.</p> <p>Make simple maps and plans e.g. pictorial place in a story.</p> | <p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography</p> | <p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>Make more detailed fieldwork sketches / diagrams.</p> | <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland etc.</p> <p>Measure straight line distances using the appropriate scale.</p> <p>Explore features on OS maps using 6 figure grid references.</p> <p>Draw accurate maps with more complex keys.</p> <p>Plan the steps and strategies for an enquiry.</p> <p>Describe the journey of a river from source to sea.</p> | <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Understand and describe how the world is formed and continues to change?</p> | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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 technologies.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.</p> <p>Use maps, charts etc. to support decision making about the</p> |

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| | | | of their school and its grounds and the key human and physical features of its surrounding environment. | Use fieldwork instruments e.g. camera, rain gauge. Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features. Use four figure grid references. Use the 8 points of a compass make plans and maps using symbols and keys. | | | location of places e.g. new bypass. How will our world look in the future? |
| Locational Knowledge | | Understand how some places are linked to other places e.g. roads, trains. | 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. Name, locate and identify characteristics of the seas surrounding the United Kingdom. | Identify where countries are within the UK and the key geographical features. Name and locate the cities within the UK. | Recognise the different shapes of the continents. Demonstrate knowledge of features about places around him/her and beyond the UK. Identify where countries are within Europe. Recognise that people have differing qualities of life living in different locations and environments. Know how the locality is set within a wider geographical context. | Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day. Recognise the different shapes of countries. Know about the wider context of places e.g. county, region, country. Know and describe where a variety of places are in relation to physical and human features. Know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent. | 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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. |

Knowledge in italics is Geography taught through History topics, not as discrete Geography units.