



# Knowledge and Skills Progression for Geography

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Project Driving questions</b>	<ol style="list-style-type: none"> <li>How can we show compassion, care and love to those in need?</li> <li>How can we care for our world?</li> <li>What makes someone a hero?</li> </ol>	<ol style="list-style-type: none"> <li>How can we be compassionate, caring and loving towards others?</li> <li>How can we look after our planet?</li> <li>What is it like at the seaside?</li> <li>What does it mean to be an explorer?</li> <li>Growing, Changing, Belonging -Why are differences important?</li> <li>Why did London burn and how can we design it safer today?</li> </ol>		<ol style="list-style-type: none"> <li>How can we be more compassionate, caring and loving towards others?</li> <li>How could looking through 'my window' help me to be a better steward of the environment?</li> <li>What can we learn from the Romans about work, innovation, and community?</li> <li>Can rocks show us how to be sustainable?</li> <li>Why is it important to hear everyone's story before we judge what happened in the past?</li> <li>How did the Anglo Saxons build a life they could trust?</li> </ol>	<ol style="list-style-type: none"> <li>How can we show compassion, care and love to those in need?</li> <li>What can we learn about stewardship from the medieval monarchs?</li> <li>Why does Britain have the Benin bronzes and should they be given back?</li> <li>Why is Earth special and how can we protect it?</li> <li>How can learning about past and present lifestyles help us understand why we should not judge others?</li> <li>How did trust help Ancient Egyptian society thrive, and how can we build fair and trusting communities today?</li> </ol>		
<b>Curriculum Topics - History/ Science</b>	<p><b>Ourselves</b>  <b>People that help us Superheroes</b>  <b>Journeys and transport</b></p>	<p><b>Neil Armstrong, Explorers, Fire of London, Holidays and Seaside, Homes and Houses, Mary Seacole</b></p> <p><i>Seasonal Changes, Plants, Animals including humans, Living things and their habitats, Everyday Materials</i></p>		<p><b>Vikings and Anglo Saxons, Romans, Stone age to Iron age, Anglo Saxons to Scots, Victorians</b></p> <p><i>Plants , Light, Living things and their habitats, Animals including humans, Sound , Electricity, States of Matter, Forces and magnets</i></p>	<p><b>Tudors, Ancient Egypt, Benin, Ancient Greece, WW2</b></p> <p><i>Light, Electricity, Living things and their habitats, Earth and Space, Evolution and Inheritance, Properties and changes of materials, Animals including humans, Forces and Magnets</i></p>		
<b>Geographical Enquiry</b>	<p>Identify and describe features in the local environment</p> <p>Use photos and pictures to locate places in the local environment.</p>	<p>Name and describe physical and human features in the local environment.</p> <p>Use photos and simple street plans to find places in the local environment.</p> <p>Talk about features of the local environment that are liked and disliked.</p>	<p>Sort, group and compare physical and human features in the local environment.</p> <p>Use maps and simple street plans to locate places and features in the locality and further afield.</p> <p>Talk about and compare features of the local</p>	<p>Ask and respond to simple geographical questions.</p> <p>Use an increasing range of secondary sources and first-hand enquiry,</p> <p>Present findings using a range of simple graphs and charts.</p>	<p>Respond to challenging geographical questions by planning a range of tasks in order to find the answers.</p> <p>Use primary and secondary sources to find information about a range of localities.</p> <p>Present findings and statistical information in a range of different ways</p>	<p>Set own challenging questions when investigating geographical features and issues.</p> <p>Select appropriate sources of primary and secondary information to support investigation.</p> <p>Select an appropriate way in which to present statistical</p>	<p>Draw on own knowledge and understanding, suggest relevant geographical questions and issues and appropriate sequences of investigation.</p> <p>Use multiple sources of increasingly complex skills and sources of evidence and use effectively.</p>

			environment.  To study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Talk about evidence and draw simple conclusions.	Present reasoned conclusions when presenting my findings.	information and findings.  Ensure that conclusions make accurate reference to the evidence presented.	Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.  Present findings in a coherent way and reach conclusions that are consistent with evidence.
<b>NC</b>		<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 [for example, 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 of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</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>			
<b>Geographical Skills and fieldwork</b>		To use simple fieldwork and observational skills, using photographs and plans to study human and physical features of <b>London</b> . Devise simple maps and keys.					
	Talk about and describe features of the local environment from photos and leaflets etc.	Carry out a small local survey.  Label photos and	Use simple fieldwork and observational skills to study the geography of their	Take part in simple fieldwork using simple equipment	Use a range of equipment and maps to conduct fieldwork tasks.	Use a range of equipment and maps to conduct independent fieldwork	Build on knowledge of globes, maps and atlases and apply knowledge routinely both in the

	<p>Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map.</p>	<p>pictures of the local environment.</p> <p>Create a simple map of a familiar location using symbols and a simple key to represent landmarks.</p> <p>Use simple compass directions to describe the location of features on a map.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use world maps, atlases and globes to identify world countries, continents and oceans.</p>	<p>school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Identify a range of geographical features on maps.</p> <p>Use simple aerial photos to identify landmarks and basic human and physical features.</p> <p>Use the 8 points of the compass to describe the location of features and routes on a map.</p> <p>Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.</p>	<p>Use simple geographical vocabulary</p> <p>Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass.</p> <p>Plan and follow a route using an Ordnance Survey map.</p> <p>Use world maps, atlases and globes and digital/computer mapping to locate towns/cities in the UK.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Communicate findings using geographical terms</p> <p>Map a route to another location in the UK using six-figure grid referencing (including the use of Ordnance Survey maps).</p> <p>Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.</p> <p>Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Communicate findings using complex terminology</p> <p>Locate a city in the UK using six-figure grid referencing.</p> <p>Map a route to other locations in Europe and beyond.</p> <p>Plot a series of points along a route and use the scale to calculate the distance.</p> <p>Create maps of the local environment and beyond using conventional symbols, a key, different scales and six-figure grid referencing.</p>	<p>classroom and the field.</p> <p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.</p> <p>Locate places worldwide using six figure grid referencing.</p> <p>Map a range of routes to worldwide locations.</p> <p>Identify the most direct, cost effective shortest route between two points or locations.</p> <p>Create maps using symbols, key, appropriate scales and six-figure grid referencing.</p>
			<p><b>Locational knowledge</b> 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</p> <p>identify the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b> 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.</p>				
<b>Locational and Place</b>		<b>Countries in the UK, oceans and continents and simple compass directions</b>	<b>Investigate counties of the UK.</b>		<b>location of the countries involved in WW2. Describe, compare and contrast the cities and</b>		

<p><b>knowledge</b></p>			<p>Link to Mary Seacole's life. Link to explorers.</p> <p>Compare and contrast <b>Southend, UK with a Non-European country.</b></p> <p>Compare and contrast <b>Mill Hill, UK with a Non-European country.</b> Link to <b>homes and houses.</b></p>	<p>Identify physical and human features and why they are important, focus on the <b>Industrial Revolution.</b></p> <p>Identify on a map, the <b>British Empire.</b></p> <p>Describe and compare human and physical features of <b>London, Lake District and Italy.</b></p> <p>Vikings</p>	<p>topography of the countries in the different continents.</p> <p>Longitude/latitude, hemispheres etc. Identify North and <b>South America</b> and <b>the rainforest.</b> Different land uses and key characteristics.</p> <p>Geographical patterns, similarities and differences between <b>Greece</b> and the <b>UK.</b></p>	
<p>Talk about and describe people and places in the local area.</p> <p>Talk about similarities and differences between places</p> <p>Talk about different ways to travel,</p>	<p>Talk about and describe key features of the local area.</p> <p>Describe and compare features of known localities.</p> <p>Talk about and describe a contrasting locality in the UK.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.</p>	<p>Talk about and compare features of the local area.</p> <p>Compare features of localities, giving reasons for their similarities and differences.</p> <p>Compare and contrast localities in the UK.</p> <p>Compare and contrast the world's seven continents and five oceans.</p>	<p>Talk about and describe features of localities beyond the local area, including a region within the United Kingdom.</p> <p>Use maps to focus on Europe (including the location of Russia).</p> <p>Describe and compare contrasting locations within and beyond the UK. Explain any geographical similarities and differences.</p> <p>Suggest reasons for the location of towns and settlements in a particular place,</p> <p>Identify physical and human features within a local study and how they have changed over time.</p> <p>Identify the Northern</p>	<p>Talk about and describe a range of cities and countries around the world, including a region in a European country. Explain geographical similarities and differences.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions</p> <p>Use maps to focus on Europe (including the location of Russia).</p> <p>Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence.</p> <p>Identify physical and human features that have contributed towards the change and development of a locality.</p>	<p>Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America. Explain geographical similarities and differences.</p> <p>Support reasons for the physical and human features of a location with factual evidence.</p> <p>Identify geographical regions in the UK, key topographical features (including hills, mountains, coasts and rivers)</p> <p>Suggest ways in which a location might develop and change in the future, based on factual information.</p> <p>Identify and describe</p>	<p>Extend and deepen locational knowledge and spatial awareness of the world's countries and environmental regions, including polar and hot deserts.</p> <p>Recognise that physical and human processes interact to influence and change landscapes, environments and climates</p> <p>Describe the ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.</p> <p>Recognise the many links and relationships that make places dependent on each other.</p> <p>Identify the position and significance of time zones (including day and night)</p>

				and Southern Hemispheres and the Arctic and Antarctic Circles.	Talk about the way in which the physical location can determine the growth of a settlement or industry.  Identify the Equator, and the Tropics of Cancer and Capricorn.	the links and relationships that connect localities both within and beyond the UK.  Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone.	
				<p><u>Human and physical geography</u> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, 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</p>			
Human and Physical Geography		Identify <b>seasonal and daily weather patterns</b> in the UK and location of <b>hot and cold areas</b> in relation to the <b>equator and north and south poles</b> .		Map <b>Roman</b> roads and discuss importance for trade and communities. Compare ancient and modern <b>transport</b> .  Link to <b>rocks and soils</b> - evaluate how human and physical factors change the features of a locality  <b>Extreme Earth</b> - earthquakes, volcanoes etc? Look at where <b>water</b> is for human settlements ( <b>Anglo Saxons and Scots</b> ) Use maps to mark settlements and rivers		Compare and contrast physical and human geography of <b>UK and Northern France</b>  <b>Benin empire in West Africa</b> , investigate locational knowledge of human, physical and key topological features compared to <b>UK</b> . Distribution of natural resources  <b>Ancient Egypt</b> - locate and map locations and a range of routes worldwide using six figure grid referencing. Why is the River Nile important?	
	Use simple geographical words to describe physical features  Use simple geographical words to describe human features	Talk about the seasons and the changes that take place in spring, summer, autumn, winter in the UK.  Talk about and	Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.	Identify a range of simple physical processes,  Identify a range of simple human processes,	Identify an increasing range of physical processes  Identify an increasing range of human processes,	Identify a range of physical processes,  Identify a range of human processes,  Identify and describe	Understand the key processes in physical geography relating to geographical timescales and plate tectonics, weather/weathering, climate and climate

		<p>describe features of landmarks within the locality.</p> <p>Identify and describe patterns and changes within the local environment.</p>	<p>Talk about and describe the function of features and landmarks within a locality.</p> <p>Describe and compare patterns and changes within the local environment.</p>	<p>Identify simple geographical patterns,</p> <p>Identify and describe the way in which physical and human processes can change the features of a locality.</p>	<p>Give simple explanations for the location of human and physical features within a locality.</p> <p>Recognise and describe a wide range of geographical patterns.</p>	<p>in detail the impact of change on the lives of people in a given locality.</p> <p>Compare and contrast an increasing range of geographical patterns.</p>	<p>change, glaciation &amp; coasts.</p> <p>Understand the key processes in human geography relating to population and urbanisation, international development, economic activity and use of natural resources.</p> <p>Recognise that the environment in the place and the lives of the people who live there are affected by actions and events in other places.</p>
<b>Sustainability</b>		<p>To recognise our <b>responsibility to care for our environment</b> due to our Catholic Social Teaching call.</p> <p>To recognise the <b>impact of our actions</b> on the animals and plants on planet Earth.</p>		<p>To assess understanding of pros and cons of <b>industrial revolution</b> and impact on the <b>environment</b>.</p> <p>How could the <b>environment</b> be altered by humans positively or negatively?</p> <p>To recognise that being a steward of the environment has an impact on the poorest.</p>		<p>Identify threats to <b>rainforest biodiversity</b>. Link <b>habitat destruction</b> to evolutionary pressures.</p> <p>Why is it better to eat foods in season? (Health, <b>sustainability</b> and crops)</p>	

	Identify and describe features in the local environment,	Express thoughts and views about a locality.  Talk about how people can affect the environment they live in.	Give reasons for thoughts and views about a locality.  Talk about and describe how people try to improve and sustain their environment.  Give reasons for local environmental issues.	Justify reason, thoughts and views with factual information.  Provide factual evidence to support ways in which people can improve and sustain the environment.  Use a range of sources of evidence to support environmental issues.	Talk about and give reasons for own and others views about changes to the environment.  Talk about and describe how people's actions can damage and improve the environment.  Talk about and describe reasons for global environmental issues.	Recognise and describe the different views that people may hold when changes are made to the environment.  Talk about and describe the ways in which groups try to manage an environment's sustainability. Describe how decisions made about places and environments can impact on the lives of the people who live there	Recognise that the environment in the place and the lives of the people who live there are affected by actions and events in other places.  Recognise that considerations of sustainable development affect the planning and management of environments and resources.
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**Key**

**Purple - National Curriculum**

**Red - St Vincent's Curriculum**

**Black - Skills Progression**