



Geography

Progression of Knowledge and Skills

EYFS - Year 6



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Locational Knowledge		
Development Matters - end of EYFS, pupils should be able to:	EYFS	
	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries • Describe what they see, hear and feel whilst outside. 	
	<ul style="list-style-type: none"> • To know the name of the nearest town - Whitchurch • To know that they live in the county of Shropshire • To know that they live in the country of England 	
National curriculum - end of KS1, pupils should be able to:	KS1	
Name and locate the world's seven continents and five oceans	<ul style="list-style-type: none"> • Locating all the world's seven continents on a world map. • Locating the world's five oceans on a world map. • Showing on a map the oceans nearest the continent they live in. • Showing on a map which continent they live in. 	
	<ul style="list-style-type: none"> • To be able to name the seven continents of the world. • To know that a continent is a group of countries. • To know that they live in the continent of Europe. • To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean. • To be able to name the five oceans of the world 	
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none"> • Locating the four countries of the United Kingdom (UK) on a map of this area. • Showing on a map which country they live in and locating its capital city. • Locating the surrounding seas and oceans of the UK on a map of this area . • Locating the capital cities of the four countries of the UK on a map of this area. • Identifying characteristics (both human and physical) of the four capital cities of the UK. • Showing on a map the city, town or village where they live in relation to their capital city. 	
	<ul style="list-style-type: none"> • To know that the UK is short for 'United Kingdom'. • To know that a country is a land or nation with its own government. • To know that the United Kingdom is made up of four countries and their names. • To know the name of the country they live in. • To know that there are four bodies of water surrounding the UK and to be able to name them. • To name some characteristics of the four capital cities of the UK. • To know the four capital cities of the UK. • To know that a capital city is the city where a country's government is located. 	
National curriculum - end of KS2, pupils should be able to:	LKS2	UKS2
Locate the world's countries, using maps to	<ul style="list-style-type: none"> • Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. 	<ul style="list-style-type: none"> • Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating key physical features in countries studied on a map



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<p>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>	<ul style="list-style-type: none"> • Locating some key physical features in countries studied on a map including significant environmental regions. • Locating some key human features in countries studied. • Locating the world's most significant mountain ranges on a world map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Locating some of the world's most significant rivers and identifying any patterns. 	<ul style="list-style-type: none"> • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.
<p>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</p>	<ul style="list-style-type: none"> • Locating some counties in the UK (local to your school). • Locating some cities in the UK (local to your school). • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Beginning to locate the twelve geographical regions of the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. 	<ul style="list-style-type: none"> • Locating many counties in the UK. • Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land-use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features.
<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</p>	<ul style="list-style-type: none"> • To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). • To know that biomes are areas of world with similar climates, vegetation and animals. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species.. 	<ul style="list-style-type: none"> • To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland).*
<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</p>	<ul style="list-style-type: none"> • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. 	<ul style="list-style-type: none"> • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement.
<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</p>	<ul style="list-style-type: none"> • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. 	<ul style="list-style-type: none"> • Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe.



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<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<ul style="list-style-type: none"> Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. 	<ul style="list-style-type: none"> To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.
<h2>Place Knowledge</h2>		
<p>Development Matters - end of EYFS, pupils should be able to:</p>	<p>EYFS</p>	
	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. To know some similarities and differences between their local area and other places they are familiar with 	
<p>National curriculum - end of KS1, pupils should be able to:</p>	<p>KS1</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>	<ul style="list-style-type: none"> Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country. Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. To know that life elsewhere in the world is often different to theirs. To know that life elsewhere in the world often has similarities to theirs. To know some similarities and differences between their local area and a contrasting non European country. 	



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National curriculum - end of KS2, pupils should be able to:	LKS2	UKS2
<p>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</p>	<ul style="list-style-type: none"> • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing how climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. 	<ul style="list-style-type: none"> • Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Explaining how humans have used desert environments. • Using maps to explore wider global trading routes
Human and Physical Geography		
Development Matters - end of EYFS, pupils should be able to:	EYFS	
	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • Describing the weather in the UK in the different seasons. • Confidently use the vocabulary 'season' and 'weather'. 	
National curriculum - end of KS1, pupils should be able to:	KS1	
<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>	<ul style="list-style-type: none"> • Describing how the weather changes with each season in the UK. • Describing the daily weather patterns in their locality. • Confidently using the vocabulary 'season' and 'weather'. • Locating some hot and cold areas of the world on a world map. • Locating the Equator and North and South Poles on a world map. • Locating hot and cold areas of the world in relation to the Equator and the North and South poles. 	



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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>	<ul style="list-style-type: none"> To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. Recognising and describing some physical features of a location using subject-specific vocabulary To know that physical features means any feature of an area that is on the Earth naturally. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. 	
<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<ul style="list-style-type: none"> Recognising and describing some human features of a location using subject-specific vocabulary. Describing and understanding the differences between a city, town and village. To know that human features means any feature of an area that was made or built by humans. To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK. 	
<p>National curriculum - end of KS2, pupils should be able to:</p>	<p>LKS2</p>	<p>UKS2</p>
<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<ul style="list-style-type: none"> Mapping and labelling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know the world's biomes. 	<ul style="list-style-type: none"> Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. To know vegetation belts are areas of the world that are home to similar plant species. To name and describe some of the world's vegetation belts. To know why the ocean is important.



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	<ul style="list-style-type: none"> To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones. To know that climates can influence the foods able to grow. 	
<p>Describe and understand key aspects of: 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>	<ul style="list-style-type: none"> Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples. 	<ul style="list-style-type: none"> Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples
	<ul style="list-style-type: none"> To know the main types of land use. To know the different types of settlement. To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries. 	<ul style="list-style-type: none"> To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment.