**Geography Progression of Knowledge and Skills**

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| **Locational Knowledge**  |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****My School, Home and Community Looking After Our World****Seasonal Change**Draw information from a simple map;Understand position through words alone. For example, “The bag is under the table,” – with no pointing;Describe a familiar route;Discuss routes and locations, using words like ‘in front of’ and ‘behind’;Know that there are different countries in the world and talk about the differences they have experienced or seen in photos;Recognise some similarities and differences between life in this country and life in other countries;Recognise some environments that are different from the one in which they live;Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | **Topics:** **Our School****Our Local Area****Our World**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; Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. | **Topics:****The UK****A Rainforest****Extreme Earth**Locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; 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; 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. | **Topics:****Magnificent Mountains****The Amazing Americas****Exploring Eastern Europe**Use maps to locate the world’s countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key. |
| **Place Knowledge** |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****My School, Home and Community Looking After Our World****Seasonal Change**Know that there are different countries in the world and talk about the differences they have experienced or seen in photos;Recognise some similarities and differences between life in this country and life in other countries;Recognise some environments that are different from the one in which they live;Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;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;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. | **Topics:** **Our School****Our Local Area****Our World**N/A | **Topics:****The UK****A Rainforest****Extreme Earth**Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom. | **Topics:****Magnificent Mountains****The Amazing Americas****Exploring Eastern Europe**Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. |

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| **Human and Physical Geography** |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****My School, Home and Community Looking After Our World****Seasonal Change**Use all their senses in hands-on exploration of natural materials; Begin to understand the need to respect and care for the natural environment and all living things;Recognise some similarities and differences between life in this country and life in other countries;Understand the effect of changing seasons on the natural world around them;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;Understand some important processes and changes in the natural world around them, including the seasons. | **Topics:** **Our School****Our Local Area****Our World**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; Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | **Topics:****The UK****A Rainforest****Extreme Earth****D**escribe and understand key aspects of: -Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; -Human geography, including: types of settlement and land use; -Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. | **Topics:****Magnificent Mountains****The Amazing Americas****Exploring Eastern Europe**Physical geography, including: climate zones, biomes and vegetation belts, mountains 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** |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****My School, Home and Community Looking After Our World****Seasonal Change**Draw information from a simple map;Understand position through words alone. For example, “The bag is under the table,” – with no pointing;Describe a familiar route;Discuss routes and locations, using words like ‘in front of’ and ‘behind’;Know that there are different countries in the world and talk about the differences they have experienced or seen in photos;Explore the natural world around them;Describe what they see, hear and feel whilst outside. | **Topics:** **Our School****Our Local Area****Our World**Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; Use simple compass directions and locational and directional to describe the location of features and routes on a map; Devise a simple map; and use and construct basic symbols in a key; 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; Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, 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. | **Topics:****The UK****A Rainforest****Extreme Earth**Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **Topics:****Magnificent Mountains****The Amazing Americas****Exploring Eastern Europe**Use maps, atlases, globes and digital/computer mapping to locate countries and describe features;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. |

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