




# Skills & Knowledge progression: Geography

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</p> <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>• Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• Understand the processes that give rise to key physical &amp; human geographical features, how these are interdependent and how they bring about variation and change over time</li> <li>• Are competent in the geographical skills needed to collect, analyse and communicate data ; interpret a range of sources; communicate geographical information in a variety of ways</li> </ul>	<p>We believe that a rounded understanding of the world in which we live is vital if our children are to make informed decisions as they grow up. We want all children to appreciate similarities and differences between different areas of our country, our continent and our planet, and begin to understand the effect that these have on everyday lives in these places. They will be taught about key features of physical geography, including rivers, mountains, rainforests, volcanoes and climate, learning both the processes behind them and the impact that they have on human environments.</p> <p>We also believe that locational knowledge - the ability to use and identify places on maps and globes - is crucial. All children should leave our school knowing where they live and where that is situated in the world. They will be able to name and locate the seven continents and five oceans, as well as some of the countries and regions that they have studied (such as the USA, Caribbean, Amazon rainforest, River Thames and Andes mountains).</p> <p>Finally, children will learn to behave like geographers, collecting information through fieldwork, data analysis, first- and second-hand accounts and map study. They will recognise the strengths and weaknesses of different sources of information, and use this to inform their own conclusions and decision making - both at school and in the wider world beyond.</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p><b>Understanding the World - People and Communities</b></p> <ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><b>Understanding the World - The World</b></p> <ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Links between understanding of science and geography when discussing habitats and issues around climate change</li> <li>• Using online simulations to explore ideas, using spreadsheets &amp; databases to analyse and explore data and using the internet as a search tool to support learning all link to Computing</li> <li>• Learning about different cultures and religions ties geography and RE closely together</li> <li>• Exploring foods from different cultures and festivals links to DT and RE topics</li> <li>• Understanding the culture and human geography of countries will almost always link to their history - eg. rivers topic in Year 3 links to learning about Ancient Egypt when considering the importance of the Nile</li> </ul>	<ul style="list-style-type: none"> <li>• Explore our local area, through walks, visits and fieldwork to parks, shops and other places of interest</li> <li>• Visited a variety of different physical environments, including the seaside, forests and rivers</li> <li>• Had opportunities to compare life in Stevenage first hand with life in a local village and life in London</li> <li>• Seeing nationally recognised landmarks in real life (eg. Buckingham Palace, Westminster or the Tower of London)</li> <li>• Talking to people who have lived and grown-up in different parts of the world</li> <li>• Explored the culture of different countries through in-school themed days, including tasting food from around the world</li> </ul>

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Opportunities to develop and use Learning Powers in our curriculum	
<p>Claudia Curiosity</p> 	<ul style="list-style-type: none"> <li>• Exploring a range of maps, atlases, photographs and diagrams.</li> <li>• Having chances to visit sites/landmarks of interest and ask questions about them.</li> <li>• Using the internet, primary and secondary resources to answer questions and search for new knowledge</li> <li>• Challenging the accuracy of information found and recognise why different sources may have different answers</li> </ul>
<p>Isaac Independence</p> 	<ul style="list-style-type: none"> <li>• Learning to independently locate information (eg: in a atlas/map)</li> <li>• Developing a basic understanding of where places are.</li> <li>• Using the correct geographical vocabulary where appropriate.</li> <li>• Describing the key aspects of a given topic</li> <li>• Choosing which resource is best to use, to find out certain information</li> </ul>
<p>Eddy Empathy</p> 	<ul style="list-style-type: none"> <li>• Recognising the differences between regions, nations and continents.</li> <li>• Understand that places will have different meanings and significance to different people.</li> <li>• Being respectful of other peoples beliefs and opinions on places of significance</li> <li>• Taking the interests of others into account when sharing work about places of interest/significance</li> <li>• Understanding that our planet should be protected and everyone can do their bit.</li> </ul>
<p>Polly Perseverance</p> 	<ul style="list-style-type: none"> <li>• Showing determination when trying to locate information (maybe subsequent resources are needed)</li> <li>• Collecting data over extended periods of time</li> <li>• Maintaining attention on a long-term project (eg. Study of a certain place/country over the course of several weeks)</li> <li>• Showing commitment to finding out answers to new and challenging questions.</li> </ul>
<p>Ralph Reflectiveness</p> 	<ul style="list-style-type: none"> <li>• Reflecting on mistakes made when trying to locate information from the most reliable source</li> <li>• Commenting on similarities and differences between places</li> <li>• Discussing changes over time</li> <li>• Beginning to make some links between human and physical geography</li> <li>• Taking feedback into account when developing projects</li> </ul>
<p>Chloe Cooperation</p> 	<ul style="list-style-type: none"> <li>• Recording, present and share work with others using a range of sources and media</li> <li>• Working together in groups to complete a research project</li> <li>• Recognising the strengths of others and utilising them in a group task</li> <li>• Using listening and imitation to develop understanding</li> <li>• Treating other individuals, communities, countries and cultures with respect</li> </ul>

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Year group	Locations	Physical themes	Human themes	Understanding places	Map and atlas work	Fieldwork and investigations
Year 1	<ul style="list-style-type: none"> <li>Know where we live (name of town, country).</li> <li>Name the capital of England</li> <li>Name Europe and at least one other continent.</li> <li>Identify the Pacific and Atlantic Oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate physical themed vocabulary (eg. river, hill, mountain, forest, beach)</li> </ul>	<ul style="list-style-type: none"> <li>Use human themed vocabulary (eg. town, city, house, farm, village)</li> <li>Recognise that life is different in different parts of both the UK and the world.</li> </ul>	<ul style="list-style-type: none"> <li>Describe particular locations, using words such as <i>quiet, noisy, busy, built-up</i> etc.</li> <li>List two similarities and two differences between the UK and one other country.</li> </ul>	<ul style="list-style-type: none"> <li>Use a map to locate the UK and Stevenage.</li> <li>Know the difference between North and South</li> </ul>	<ul style="list-style-type: none"> <li>Recognise photographs and landmarks of the local area.</li> <li>Use photographs, stories and first-hand accounts to learn what it is like to live elsewhere in the world.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Locate and name the four countries and capitals of the UK.</li> <li>Locate and name the seven continents and five oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of physical themed vocabulary (eg. valley, vegetation, ocean).</li> <li>Begin to describe and explain the weather.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of human themed vocabulary to describe places and regions (eg. port, harbour, factory, motorway, station).</li> </ul>	<ul style="list-style-type: none"> <li>List two similarities and two differences between the UK and one non-European other country.</li> <li>Begin to suggest reasons for these differences in terms of their physical and human geography.</li> <li>Express preferences about places.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and understand the four points of a compass, and use this language to describe relative positions (eg. Scotland is north of Stevenage).</li> <li>Begin to use maps, atlases and globes to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe the local area.</li> <li>Carry out a local study and discuss findings (this could be human or physical &amp; could be recorded with photos).</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Name and locate cities, counties and regions of the UK.</li> <li>Name and locate five European countries and five in North/ South America.</li> </ul>	<ul style="list-style-type: none"> <li>Describe climate zones, using the language of <i>equator, north and south pole, desert, tropical, polar regions</i>.</li> <li>Describe the water cycle using appropriate vocab (<i>evaporation, rainfall, condensation</i> etc).</li> <li>Recognise why the water cycle is vital for life on Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Describe at least three different types of land use (eg. housing, farms, commercial).</li> <li>Begin to discuss the reasons why a particular place is suited to a particular use.</li> </ul>	<ul style="list-style-type: none"> <li>Describe similarities and differences (both physical and human) between one European country and one North / South American country.</li> <li>Begin to recognise how the environment can change over time.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly use maps, atlases and globes to locate places being studied and describe their position.</li> <li>Use the language of position and direction (eg. compass, north, south, east &amp; west).</li> <li>Begin to have a sense of scale, recognising how much further away some countries are than others.</li> </ul>	<ul style="list-style-type: none"> <li>Collect information through fieldwork, some of which should take place off-site (eg. making observations of rivers or lakes).</li> <li>Record an observation in at least two different ways. (eg. using maps, sketches, graphs, photos and digital data).</li> </ul>

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Year group	Locations	Physical themes	Human themes	Understanding places	Map and atlas work	Fieldwork and investigations
Year 4	<ul style="list-style-type: none"> <li>Name and locate cities, counties and regions of the UK.</li> <li>Identify human and physical characteristics of the UK.</li> <li>Name and locate five European countries and five in North/South America.</li> </ul>	<ul style="list-style-type: none"> <li>Describe climate zones and vegetation belts (eg. savannah)</li> <li>Identify longitude, latitude, the equator and hemispheres</li> <li>Describe the causes and effects of at least two natural disasters (eg. volcanoes &amp; earthquakes).</li> </ul>	<ul style="list-style-type: none"> <li>Describe different types of land use and settlements, using language such as <i>urban, rural, arable, commercial, residential</i>.</li> <li>Identify reasons why land is used in particular ways and link this to physical features</li> </ul>	<ul style="list-style-type: none"> <li>Describe similarities and differences between one European country and one North /South American country.</li> <li>Understand interactions between physical and human geography.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly use maps, atlases and globes, including Ordnance Survey maps of the local area to build-up geographic knowledge.</li> <li>Understand and use keys and symbols to read maps.</li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a range of sources, including photos, video, maps, satellite images and eyewitness accounts.</li> <li>Record an observation in several ways (maps, sketches, graphs, photos and digital data)</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Identify geographical regions of the UK and key topographical features (hills, rivers etc.)</li> <li>Name and locate at least six European countries and six in North/South America.</li> </ul>	<ul style="list-style-type: none"> <li>Describe climate zones and vegetation belts (eg. rainforest, savannah, desert, icecaps)</li> <li>Describe key features of rivers and mountains (eg. <i>source, tributary, delta, range, peak, summit</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Describe the key aspects of economic activity and trade links (as part of a country study).</li> <li>Discuss the impact of trade on life in a particular area (eg. issues surrounding Fairtrade).</li> </ul>	<ul style="list-style-type: none"> <li>Describe similarities and differences between countries in Europe, North America and South America.</li> <li>Understand the way that physical and human geography are related and change over time.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly use a range of maps, atlases and globes to locate, investigate and describe rivers, mountains, cities and countries.</li> <li>Use the eight points of a compass to describe positions.</li> </ul>	<ul style="list-style-type: none"> <li>Record an observation in several ways (eg. maps, sketches, graphs, photos and digital data).</li> <li>Present data from observations and begin to draw conclusions independently.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Identify topographical features of the UK and begin to recognise how they have changed over time.</li> <li>Name and locate at least seven European countries and seven in North/South America.</li> <li>Locate major cities and regions in these countries.</li> </ul>	<ul style="list-style-type: none"> <li>Describe key features of a wide range of physical features (eg. <i>rivers, mountains, volcanoes, earthquakes, cities, rainforests</i>).</li> <li>Describe climate zones and vegetation belts and explain how these are related to latitude, the tropics, the poles, proximity of oceans etc.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the key aspects of economic activity and trade links and recognise similarities and differences in these across a range of countries / regions.</li> <li>Describe the distribution of natural resources (energy, food, minerals and water) and the effect this has on lives.</li> </ul>	<ul style="list-style-type: none"> <li>Describe similarities and differences between several European, North American and South American countries.</li> <li>Develop a deeper understanding of interactions between physical and human geography (eg. the impact that humans are having on the planet and the long-term consequences).</li> </ul>	<ul style="list-style-type: none"> <li>Correctly use maps, atlases and globes, and recognise what these do and don't tell you about life in a certain place.</li> <li>Compare different map projections (particularly on maps of the world).</li> <li>Use four- and six-figure grid references to describe and share locations.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and carry out fieldwork to answer a given question.</li> <li>Record observations using maps, sketches, graphs, photos and digital data</li> <li>Present data and conclusions in a range of ways, including graphs, diagrams, extended writing, maps and presentations.</li> </ul>

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Year group	Places	Environments
Year 1	<p><b><u>Sailing the high seas</u></b>  <i>[using pirate theme to make links with other countries - specific country chosen can follow children's interests / family links]</i></p> <ul style="list-style-type: none"> <li>Look at maps of the world - make links between satellite / aerial images, globes and 'flat' maps to support understanding of what maps are and how they work.</li> <li>Name and locate Europe and at least one other continent.</li> <li>Locate the Pacific and Atlantic Oceans and the focus country on a map.</li> <li>Describe the weather of this country.</li> <li>Know the difference between North and South, and then describe what's in the north and south of the country, using geographical vocabulary.</li> <li>Make comparisons between this country and our own.</li> </ul>	<p><b><u>What is it like where we live?</u></b></p> <ul style="list-style-type: none"> <li>Look at maps of UK - match-up satellite / aerial photos with maps to support understanding of what maps are and how they work</li> <li>Locate and name the place where we live (Stevenage, England, UK) and the capital city of the UK.</li> <li>Use physical (river, lake, hill) and human (house, town, city, village, farm) vocabulary to describe the local area.</li> <li>Recognise Stevenage from photographs and talk about how we know that other pictures show different places in the UK.</li> <li>Sharing first-hand experiences of different areas, linking to family elsewhere in UK, and beginning to discuss preferences.</li> <li>Which of these features do we find in our local area? Investigate &amp; identify - opportunity for fieldwork.</li> </ul>
Year 2	<p><b><u>Incredible India</u></b> <i>[use Bangladesh instead if more relevant to children]</i></p> <ul style="list-style-type: none"> <li>Locate and name the seven continents and five oceans, using a range of maps, atlases and globes. Begin to understand the difference between oceans and seas, countries and continents.</li> <li>Find India on a map. Learn the four points of a compass and use these correctly to describe positions.</li> <li>Describe the weather of the country</li> <li>Learn about daily life, standards of living and culture. Invite visitors (parents / relatives?) to give first hand accounts.</li> <li>What do we think it would be like to grow up here? Investigate schools, hobbies, clothes, jobs, weather. Discuss similarities &amp; differences between life in Stevenage &amp; life in India.</li> </ul>	<p><b><u>How do we get to school?</u></b></p> <ul style="list-style-type: none"> <li>Name and locate the UK on a map, including the four countries and four capital cities.</li> <li>Recognise the local area (using photographs) and use maps to locate local landmarks, using a simple key to understand symbols.</li> <li>Describe the local area using human and physical vocabulary.</li> <li>Explain the weather in the local area.</li> <li>Carry out a local study. Go out on a local trip and gather information/ photographs that can be brought back to school and presented.</li> <li>Follow maps to find places / objects / clues around school or local area - opportunity for orienteering in groups around field / Fairlands Park.</li> <li>Construct simple maps of a familiar area, using symbols and a key.</li> </ul>
Year 3/4 Cycle A (based on Year 3 curriculum)	<p><b><u>US Road Trip</u></b></p> <ul style="list-style-type: none"> <li>Locate the USA on a variety of maps, globes and atlases.</li> <li>Use photos / video (&amp; first hand accounts if possible), to identify the range of environments, land use, physical features and climate zones that exist within the country.</li> <li>Study the weather and compare to Britain.</li> <li>Learn about daily life, standards of living and culture. Note that, as in the UK, life is not the same for everyone and begin to identify differences between rich &amp; poor / urban &amp; rural etc.</li> <li>Comparing experience of growing-up in UK and growing-up in the USA, expressing preferences and starting to support these with evidence.</li> </ul>	<p><b><u>Water</u></b></p> <ul style="list-style-type: none"> <li>Recap the five oceans and locate (and name) some of the Earth's seas.</li> <li>Locate different types of water on the Earth (oceans, rivers, lakes, ice etc)</li> <li>Identify differences between fresh water and salt water, where these are each found and how they link to life in these places.</li> <li>Recognise the impact that water has on surrounding environments - particularly farming / vegetation, growth of towns &amp; cities. Identify that most rivers begin in mountainous / hilly areas and flow to sea.</li> <li>Identify key steps in the water cycle, describing these using diagrams etc and recognising the importance of cycle for all living things.</li> </ul>

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Year 3/4 Cycle B (based on Year 4 curriculum)	<p><b><u>En France</u></b></p> <ul style="list-style-type: none"> <li>Locate France on a variety of maps, atlases and globes. Identify reasons why France is important to the UK (proximity, Channel Tunnel).</li> <li>What does the location suggest about life in France - link to understanding of weather, climate and land use. Identify ways in which we would expect it to be similar / different to the UK.</li> <li>Use maps, photos, videos (&amp; first hand accounts if possible) to explore range of environments and climate zones within the country (eg. Alps / cities / farmland / Mediterranean coast).</li> <li>Learn about daily life, weather, standards of living and culture.</li> <li>Compare life in UK with life in France, expressing preferences and starting to support these with evidence.</li> </ul>	<p><b><u>Disasters!</u></b></p> <ul style="list-style-type: none"> <li>What do we know about Natural Disasters - include volcanoes, earthquakes, tsunami, flooding. What examples have we heard of? How might these affect peoples' lives?</li> <li>What are volcanoes? Where are they? Map volcano locations around the world. Investigating how volcanoes are formed &amp; basic science of eruptions. What is it like to live through a volcanic eruption?</li> <li>Explore the impact, causes and effects that earthquakes can have. Map major earthquake zones and link these to volcano locations.</li> <li>Describe the causes and consequences of one other natural disaster (hurricane, tsunami, flood or tornado).</li> <li>Discuss if / how we can protect ourselves against natural disasters.</li> </ul>
Year 5/6 Cycle A (based on Y5 curriculum)	<p><b><u>Brilliant Brazil!</u></b></p> <ul style="list-style-type: none"> <li>Locate Brazil on maps / atlases / globes and use skills from previous units to investigate physical geography - what does this tell us about the country? Where would we expect most population to live / industry to be etc? What weather would we expect?</li> <li>Investigate human geography - homes, clothes, food, jobs, trade... Recognise vast differences between people living across this huge country. Why do people live in favelas? What is life like there?</li> <li>Describe the main ecosystems of Brazil and identify how they have changed over time.</li> <li>Compare Brazil with the UK - how is life similar / different. Looking at specific parts of Brazil - how are they like specific parts of the UK?</li> </ul>	<p><b><u>Rivers and Mountains</u></b></p> <ul style="list-style-type: none"> <li>Locate oceans, major seas and rivers using maps, atlases and globes</li> <li>How do rivers form? How do rivers change over time? Why are rivers significant for the people and environment around them?</li> <li>Label and describe parts of a river. Focus on one river &amp; investigate the way it changes along its course and the terrain it passes through.</li> <li>Identify major mountain ranges on maps and globes. Focus on the Alps, Rockies and Andes, identifying key features of each - landscape, plants and animals, what people do there etc.</li> <li>How are mountains formed? Link to previous work on earthquakes &amp; volcanoes, and introduce concept of plate tectonics.</li> <li>How do humans use and alter both river and mountain environments?</li> </ul>
Year 5/6 Cycle B (based on Year 6 curriculum)	<p><b><u>Greek Adventures</u></b></p> <ul style="list-style-type: none"> <li>Locate Greece on a wide range of maps, atlases and globes, including maps at a variety of scales (from city and island to global). What can we infer from these maps about landscape, land use, climate etc?</li> <li>Study the weather and compare to Britain. What does this tell us about what life in Greece is likely to be like (eg. tourism).</li> <li>Describe the main ecosystems of Greece (urban / rural / islands) and identify how they have changed over time.</li> <li>Learn about daily life, standards of living and culture (using photographs, data, written accounts, travel guides, video clips etc.)</li> <li>Research and describe economic activity and trade.</li> <li>Compare Greece with the UK and other countries studied across KS2 - how is life similar / different. Where would you prefer to live?</li> </ul>	<p><b><u>Rainforest</u></b></p> <ul style="list-style-type: none"> <li>What are rainforests? Why are they special environments? Identify diversity and density of plants &amp; animals and typical weather conditions. Identify rainforests on a world map and recognise how these areas are linked to the position of the tropics.</li> <li>Describe the different layers of the rainforest (emergent layer, canopy, understory, forest floor).</li> <li>Explore one rainforest in detail (eg. the Amazon Rainforest). Describe a range of plants and animals that live there and how they've adapted to survive</li> <li>Who lives in rainforests - look at examples of tribes living in rainforests and traditions they follow.</li> <li>Identify the causes and consequences of rainforest deforestation.</li> </ul>