

Geography progression of Knowledge and skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical themes	<p>All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen. Describe how different types of weather affect the local environment</p>	<p>Know and use appropriate physical themed vocabulary (eg. river, hill, mountain, forest, beach)</p>	<p>Understand and Use a wider range of physical themed vocabulary (eg. valley, vegetation, ocean).</p> <p>Begin to describe and explain the weather.</p>	<p>Know the different climate zones, using the language of equator, north and south pole, desert, tropical, polar regions.</p> <p>Describe the causes and effects of at least two natural disasters (eg. volcanoes & earthquakes)</p>	<p>Know different climate zones and vegetation belts (eg. savannah)</p> <p>Understand the terms longitude, latitude, the equator and hemispheres</p> <p>Describe the water cycle using appropriate vocab (evaporation, rainfall, condensation etc).</p> <p>Recognise why the water cycle is vital for life on Earth.</p> <p>Describe key features of rivers and mountains (eg. source, tributary, delta, range, peak, summit)</p>	<p>Know climate zones and vegetation belts (eg. rainforest, savannah, desert, icecaps)</p> <p>Describe different types of farming and growing in this country and how soil fertility, drainage and climate affect agricultural land use.</p>	<p>Know climate zones and vegetation belts and understand how these are related to latitude, the tropics, the poles, proximity of oceans etc.</p> <p>Know about the impact of climate change</p> <p>Describe key features of a wide range of physical features (eg. rivers, mountains, volcanoes, earthquakes, cities, rainforests).</p>
Human themes	<p>Human features are man-made and include houses,</p>	<p>Know human themed vocabulary (eg.</p>	<p>Know a wider range of human themed</p>	<p>Know the three different types of land use (eg.</p>	<p>Know different types of land use and settlements,</p>	<p>Know the key aspects of economic activity</p>	<p>Understand the key aspects of economic activity</p>

	shops, buildings, offices, parks, streets and places of worship. Name and talk about man-made features in the local environment, including shops, houses, streets and parks.	town, city, house, farm, village) Recognise that life is different in different parts of both the UK and the world.	vocabulary to describe places and regions (eg. port, harbour, factory, motorway, station). Describe the size, location and function of a local industry	housing, farms, commercial). Begin to discuss the reasons why a particular place is suited to a particular use.	using language such as urban, rural, arable, commercial, residential. Identify reasons why land is used in particular ways and link this to physical features Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.	and trade links (as part of a country study). Describe the different types of agricultural land use in the UK.	and trade links and recognise similarities and differences in these across a range of countries / regions. Describe the distribution of natural resources (energy, food, minerals and water) and the effect this has on life Discuss the impact of trade on life in a particular area (eg. issues surrounding Fairtrade)
Understanding places	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.	know two similarities and two differences between the UK and one other country Describe particular locations, using words such as quiet, noisy, busy, built-up etc.	Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. Begin to suggest reasons for these differences in terms of their	Know similarities and differences (both physical and human) between one European country and one North / South American country. Begin to recognise how the environment can change over time	Know similarities and differences between one European country and one North /South American country. Understand interactions between physical and human geography Create a detailed study of	Know similarities and differences between countries in Europe, North America and South America. Understand the way that physical and human geography are related and change over time	Know similarities and differences between several European, North American and South American countries. Develop a deeper understanding of interactions between physical and human geography (eg. the impact that

		<p>Locate hot and cold areas of the world</p>	<p>physical and human geography. Express preferences about places</p> <p>Locate the equator, north and South poles</p>	<p>Name, locate and describe some major counties and cities in the UK</p>	<p>geographical features including hills, mountains, coasts and rivers of the UK.</p>	<p>Name, locate and describe major world cities.</p> <p>Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.</p>	<p>humans are having on the planet and the long-term consequences)</p> <p>Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.</p>
Map and Atlas	Identify the United Kingdom on a world map or globe.	Know the difference between North and South	Recognise and understand the four points of a compass, and use	Understand the language of position and direction (eg.	Understand and use keys and symbols to read maps	Know the eight points of a compass to describe positions.	Understand four- and six figure grid references to

		<p>Use a map to locate the UK and Horsham</p> <p>Identify features and landmarks on an aerial photograph or plan perspective.</p>	<p>this language to describe relative positions (eg. Scotland is north of Stevenage).</p> <p>Begin to use maps, atlases and globes to locate places</p> <p>Study aerial photographs to describe the features and characteristics of an area of land</p>	<p>compass, north, south, east & west).</p> <p>Correctly use maps, atlases and globes to locate places being studied and describe their position.</p> <p>Begin to have a sense of scale, recognising how much further away some countries are than others</p>	<p>Correctly use maps, atlases and globes, including Ordnance Survey maps of the local area to build-up geographic knowledge.</p> <p>Study and draw conclusions about places and geographical features using a range of geographical resources including maps, atlases, globes and digital mapping</p>	<p>Correctly use a range of maps, atlases and globes to locate, investigate and describe rivers, mountains, cities and countries.</p>	<p>describe and share locations.</p> <p>Correctly use maps, atlases and globes, and recognise what these do and don't tell you about life in a certain place.</p> <p>Compare different map projections (particularly on maps of the world).</p> <p>Use satellite imaging and maps of different scales to find out geographical information about a place</p>
Fieldwork	Fieldwork includes going on walks and visits to collect information about the environment. Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	<p>Recognise photographs and landmarks of the local area.</p> <p>Use photographs, stories and first-hand accounts to</p>	Ask and answer simple geographical questions through observation or simple data collection during fieldwork	Gather evidence to answer a geographical question or enquiry.	Investigate a geographical hypothesis using a range of fieldwork techniques	Construct or carry out a geographical enquiry by gathering and analysing a range of sources	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.

		learn what it is like to live elsewhere in the world					
Local and British		United Kingdom (Cycle A) Comparing the local area to another area in Sussex (Cycle A)	Under the sea (Cycle B) Coasts and beaches (Cycle B)	Natural disasters (Cycle A)	Rivers and Mountains (Cycle B)	Farming and agriculture (Cycle c)	
World		Our wonderful world (cycle A)	Let's explore the world (Cycle B)	Our Planet, Our World (Cycle A) Rome (Cycle A)	Interconnected World (cycle B) Rivers and Mountains (Cycle B) Egypt (Cycle B)	Investigating our World (Cycle C) Farming and agriculture (Cycle c) Greece (Cycle C)	Europe (France) The artic Earth Matters – Environmental regions Trade and climate change