



	Early Years	Key Stage 1	Lower Key Stage 2 Upper Key Stage 2																																																																																																																																																																																																																																		
<b>Knowledge End Points</b>	<p>-Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>-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.</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>-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.</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>-Understand some important processes and changes in the natural world around them, including the seasons.</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	<p><b>Locational Knowledge</b></p> <p>-Name and locate the world's seven continents and five oceans.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p><b>Place Knowledge</b></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> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p><b>Human and Physical Geography</b></p> <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> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p><b>Geographical Skills and Fieldwork</b></p> <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> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <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> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	<p><b>Locational Knowledge</b></p> <p>-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> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <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> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>-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 (including day and night).</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p><b>Place Knowledge</b></p> <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> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p><b>Human and physical geography</b></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> <p>-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>	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6
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-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.

Y1	1	2	3	4	5	6
Y2	1	2	3	4	5	6

-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.

Y1	1	2	3	4	5	6
Y2	1	2	3	4	5	6

Y3	1	2	3	4	5	6
Y4	1	2	3	4	5	6
Y5	1	2	3	4	5	6
Y6	1	2	3	4	5	6

**Geographical skills and fieldwork**

-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Y3	1	2	3	4	5	6
Y4	1	2	3	4	5	6
Y5	1	2	3	4	5	6
Y6	1	2	3	4	5	6

-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.

Y3	1	2	3	4	5	6
Y4	1	2	3	4	5	6
Y5	1	2	3	4	5	6
Y6	1	2	3	4	5	6

-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.

Y3	1	2	3	4	5	6
Y4	1	2	3	4	5	6
Y5	1	2	3	4	5	6
Y6	1	2	3	4	5	6

Street, house, school, church, traffic lights, forwards, backwards, map, world

Left, right, building, bungalow, journey, travel, town, city, factory, farm, shop, village, transport, car, bus, cold, hot, wet, dry

Seasons, winter, summer, autumn, spring, snow, hail, fog, globe, countries, Earth, continents, oceans, North, South, East, West, beach, forest, sea, landscape, environment, cliff, hill, river, local, distant, coast, seasonal, North Pole, South Pole, harbour, factory, office

England, Scotland, Wales, Northern Ireland, United Kingdom, London, Edinburgh, Belfast, Cardiff, Dublin, Republic of Ireland, mountain, river, physical features, county, counties, regions, community, industry, compass, magma, rock formation, sediment, forest, volcano, magma, maps, atlas, globe

Europe, North America, South America, Antarctica, Asia, Australasia, Africa, Mediterranean, European, Longitude, Latitude, Tropic of Cancer, Tropic of Capricorn, Equator, grid reference, urban, rural, hemisphere, tropical, polar, Greenwich, Prime Meridian, Time Zones

Evaporation, condensation, precipitation, water cycle, river, climate, flood plain, sea level, mouth of river, source of river, physical and human features, scale, Ordnance survey, symbols

Migration, sustainability, land use, settlement, pollution, renewable, biomes, vegetation belts, climate zones, export, import,

Vocabulary

Key Concept

Knowledge/Skills

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6





Place and Location knowledge

Knowledge & Skills

Name and locate different parts of the local community.  
Know what a map is and why people might use one.

- Observe, find out about, and identify features in the place they live and in the natural world.
- Find out about their environment and talk about those features they like and dislike.
- Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.

Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet'.

- 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.
- Locate and name the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capitals cities of the United Kingdom and its surrounding seas.

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Name, locate and identify characteristics of the four countries and capitals cities of the United Kingdom and its surrounding seas.  
-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.

- Locate and name the continents on a World Map (revision).
- Locate and name the countries making up the British Isles, with their capital cities.
- Locate and name regions, counties, and cities of the UK.
- Compare 2 different regions in UK rural/urban and say how this has changed over time.
- Locate major mountains/ rivers and physical Geog features of the UK.
- Compare two regions in the UK, E.G- hills vs coasts.

- On a world map, locate areas of similar environmental regions, either desert, rainforest, or temperate regions.
- Locate and name the main counties and cities in Europe inc. Russia
- Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Prime Meridian, and time zones.  
Study the physical and human geography of a region in Europe.

- Locate the main countries in North or South America. Locate and name principal cities.
  - Linking with History, compare land use maps of UK from past with the present, focusing on land use over time.
- Identify longest rivers in the world, largest deserts, highest mountains.

- On a world map locate the main countries in Africa, Asia, and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.
- Map how land use has changed in an area over time (California)  
Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
- Compare a region in UK with a region in N. or S. America with significant differences and similarities.  
Understand some of the reasons for similarities and differences.





**Geography Progression Map**

<p>Diversity and Cultural Awareness</p>	<p>Knowledge &amp; Skills</p>	<ul style="list-style-type: none"> <li>-Understand the different people that make up our class community.</li> <li>-Discuss different nationalities and cultures through stories and play.</li> <li>-Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to think about personal geography- who am I? Where do I fit in?</li> <li>-Begin to learn and celebrate other cultures and nationalities in our school community through discussion, stories, and play.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how my life is different from someone else's in my class due to cultural differences.</li> <li>-Understand that different countries have similarities and differences with us in the UK.</li> <li>-Know where I fit in in the local community and begin to discuss cultural similarities and differences seen in the local area.</li> <li>-Learn and discuss about other cultures through rich and diverse class reader texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand why someone's life may be different from mine in another country and explain why.</li> <li>-Use my knowledge of regions in the UK and start to spot cultural differences between these.</li> <li>-Begin to discuss bigger issues such as Fair Trade and living standards across the world.</li> <li>-Learn and discuss about other cultures through rich and diverse class reader texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Directly compare my life with someone of the same age in Europe.</li> <li>-Know where I fit in in the wider world in relation to other nationalities.</li> <li>-Ask questions about other cultures and being to discuss these with peers and adults.</li> <li>-Learn and discuss about other cultures through rich and diverse class reader texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Become increasingly aware of my place in the world around me.</li> <li>-Explain why some cultural events and practices are held (RE).</li> <li>-Learn more about other nationalities within our school community through discussion with peers and celebration of language.</li> <li>-Begin to understand why people have migrated to this country in the past and why they continue to do so.</li> <li>-Begin to understand biodiversity.</li> <li>-Learn and discuss about other cultures through rich and diverse class reader texts.</li> </ul>	<ul style="list-style-type: none"> <li>Talk fluidly about differences in cultures drawing on own and other experiences.</li> <li>-Understand biodiversity and why it is important for the planet.</li> <li>-Know where they fit in the wider world and how this will affect them in their adult life.</li> <li>-Understand why people choose to move to a different country and why their skills should be celebrated and embraced.</li> <li>-Learn and discuss about other cultures through rich and diverse class reader texts.</li> </ul>
<p>Sustainability and Environment</p>	<p>Knowledge &amp; Skills</p>	<p>I understand that our waste needs to be sorted and recycled. I can name some ways my family help the environment. I have an awareness that I must look after our planet and the local area.</p>	<p>I can name some ways to save energy. I start to show an awareness of climate change. I can think about how to reduce my carbon footprint in travel.</p>	<p>I understand that the way we live as humans can affect the environment around us. I can think of some ways the school community could be more sustainable.</p>	<p>I can think about food miles and how this affects food that is consumed in the UK. I can think of some ways that the local community could be more sustainable.</p>	<p>I understand the effects of deforestation is having on the environment. I can think of some ways to encourage the world to be more sustainable.</p>	<p>I understand my impact on the world. I know the impact of the water treatment cycle and the energy it uses. I can think of ways to conserve water and live more sustainably at home.</p>	<p>I understand the impact humans have had on the Earth. I can actively suggest ways to make the school, local and wider community more sustainable.</p>





Physical and Human geography	Knowledge & Skills	<ul style="list-style-type: none"> <li>• Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> <li>• Identify seasonal patterns – focusing on plants and animals.</li> <li>• Explore their local environment and talk about the changes they see.</li> </ul>		<ul style="list-style-type: none"> <li>• 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 Pole.</li> </ul> <p>Identify physical features like: mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:             <ul style="list-style-type: none"> <li>- Physical geography including Volcanoes and earthquakes.</li> <li>-Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</li> <li>-Mountainous regions in the UK and how this affects the environment around them.</li> <li>-Fair/unfair distribution of resources (Fairtrade).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:             <ul style="list-style-type: none"> <li>- Physical geography, including: climate zones linking to work on the Tropics, equator and lines of latitude.</li> <li>-Discuss trade links (Roman) and why they wanted to invade Britain. (natural resources).</li> <li>-Human geography including trade between UK and Europe, focus study of Spain.</li> <li>- Types of settlements in Viking, Saxon Britain linked to History.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of :             <ul style="list-style-type: none"> <li>- Physical geography including coasts, rivers and the water cycle.</li> <li>-Human geography linked to industrialisation of Britain (Victorians) and how this changed the landscape and transportation of Britain.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of :             <ul style="list-style-type: none"> <li>- Distribution of natural resources focussing on energy.</li> <li>-Know and define the 5 different types of biome and where these could be found on Earth.</li> <li>-Fair/unfair distribution of resources (Fairtrade).</li> </ul> </li> </ul>
Skills and Fieldwork		<ul style="list-style-type: none"> <li>• Observe and identify features in the place they live and the natural world.</li> <li>• Find out about their environment and talk about features they like and dislike.</li> <li>• Examine change over time. Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</li> <li>• 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 local area.</li> </ul>	<p>Begin to use world maps, atlases and globes to locate the 7 continents and 5 oceans.</p> <ul style="list-style-type: none"> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>-Be able to use simple co-ordinates and describe locations using NSEW.</li> <li>-Use simple fieldwork and observational skills to study the geography of the local area and be able to compare to a different area from own experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries (esp.UK) and describe features studied.</li> <li>• Learn the eight points of a compass and use these in simple map drawing. Use fieldwork to observe and record the human and physical features in the local area and of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>• Learn the eight points of a compass, 2 figure grid references.</li> <li>• Introduce latitude and longitude co-ordinates and how to locate places using these.</li> <li>• Introduce ordnance survey maps of UK/ Europe in particular. Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps and plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</li> <li>• Be able to use Lat/Long to locate places in the world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>• Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> <li>• Expand map skills to include non-European countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

