

Skills and knowledge progression - Geography

National Curriculum Aims and purpose

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.

- Aims
- ☐ 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
- ☐ Understand the processes that give rise to key physical & human geographical features, how these are interdependent and how they bring about variation and change over time
- ☐ 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

School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school

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.

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 Severn and Andes mountains).

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.

Links to learning in EYFS

Understanding the World - People and Communities

☐ 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.

Understanding the World - The World

☐ 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

Experiences for our children

- ☐ Explore our local area, through walks, visits and fieldwork to parks, shops and other places of interest
- ☐ Visited a variety of different physical environments, including the mountains, seaside, forests and rivers
- ☐ Had opportunities to compare life in Newport and Shropshire first hand with life in a local Market town
- ☐ Visit an urban area such as a city (Liverpool)
- ☐ Seeing nationally recognised landmarks in real life (eg. Wrekin, Ironbridge, River Severn)
- ☐ Talking to people who have lived and grown-up in different parts of the world
- ☐ Explored the culture of different countries through in-school themed days, including Window on the World and Spanish day

Skills progression

Year group	Locations	Physical themes	Human themes	Understanding places	Map and atlas work	Fieldwork and investigations
EYFS	<ul style="list-style-type: none"> Name and locate different parts of the local community 	<ul style="list-style-type: none"> Use the local area including school and Forest school for exploring both the built and the natural environment. Express their opinions on natural and built environments 	<ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment 	<ul style="list-style-type: none"> Find out about the environment by talking to people, examining photographs, simple maps and visit places in the local area 	<ul style="list-style-type: none"> Follow and give simple instructions using positional and directional language Draw and create their own maps using real objects, and/or pictures and symbols. Look at signs and symbols on different types of maps for example in school, and the local community 	<ul style="list-style-type: none"> Use a range of sources such as simple maps, photographs, magnifiers, and visiting local places
Year 1	<ul style="list-style-type: none"> Know where we live (name of town, country). Name the capital of England Name Europe and at least one other continent. Identify the Pacific and Atlantic Oceans. 	<ul style="list-style-type: none"> Use appropriate physical themed vocabulary (eg. river, hill, mountain, forest, beach) 	<ul style="list-style-type: none"> Use human themed vocabulary (eg. town, city, house, farm, village) Recognise that life is different in different parts of both the UK and the world. 	<ul style="list-style-type: none"> Describe particular locations, using words such as quiet, noisy, busy, built-up etc. List two similarities and two differences between the UK and one other country. 	<ul style="list-style-type: none"> Use a map to locate the UK and Newport, Shropshire Know the difference between North and South 	<ul style="list-style-type: none"> Recognise photographs and landmarks of the local area. Use photographs, stories and first-hand accounts to learn what it is like to live elsewhere in the world.
Year 2	<ul style="list-style-type: none"> Locate and name the four countries and capitals of the UK. Locate and name the seven continents and five oceans. 	<ul style="list-style-type: none"> Use a wider range of physical themed vocabulary (eg. valley, vegetation, ocean). Begin to describe and explain the weather. 	<ul style="list-style-type: none"> Use a wider range of human themed vocabulary to describe places and regions (eg. port, harbour, factory, motorway, station). 	<ul style="list-style-type: none"> List two similarities and two differences between the UK and one non-European other country. Begin to suggest reasons for these differences in terms of their physical and human geography. Express preferences about places. 	<ul style="list-style-type: none"> Recognise and understand the four points of a compass, and use this language to describe relative positions (eg. Scotland is north of Newport). Begin to use maps, atlases and globes to locate places. 	<ul style="list-style-type: none"> Recognise and describe the local area. Carry out a local study and discuss findings (this could be human or physical & could be recorded with photos).

	Year 3	<ul style="list-style-type: none"> □ Name and locate cities, counties and regions of the UK. □ Name and locate five European countries and five in North/South America. 	<ul style="list-style-type: none"> □ Describe climate zones, using the language of <i>equator, north and south pole, desert, tropical, polar regions</i>. Locate and describe biomes of the earth - savannah, aquatic, desert, rainforest, temperate, tundra 	<ul style="list-style-type: none"> □ Describe at least three different types of land use (eg. housing, farms, commercial). □ Begin to discuss the reasons why a particular place is suited to a particular use. 	<ul style="list-style-type: none"> □ Describe similarities and differences (both physical and human) between one European country (Spain) and one North / South American country (farming) □ Begin to recognise how the environment can change over time. Describe why trade is important and how fairtrade impacts farmers 	<ul style="list-style-type: none"> □ Correctly use maps, atlases and globes to locate places being studied and describe their position. □ Use the language of position and direction (eg. compass, north, south, east & west). □ Begin to have a sense of scale, recognising how much further away some countries are than others. 	<ul style="list-style-type: none"> □ Collect information through fieldwork, some of which should take place off-site (eg. making observations of human impact on the local area). □ Record an observation in at least two different ways. (eg. Using linear maps, sketches, graphs, photos
	Year 4	<ul style="list-style-type: none"> Name and locate cities, counties and regions of the UK. □ Identify human and physical characteristics of the UK. □ Name and locate five European countries and five in North/South America. 	<ul style="list-style-type: none"> □ Describe the water cycle using appropriate vocab (<i>evaporation, rainfall, condensation</i> etc). □ Recognise why the water cycle is vital for life on Earth. • Describe key features of rivers □ Identify longitude, latitude, the equator and hemispheres □ Describe key features of rivers and mountains (eg. <i>source, tributary, delta, range, peak, summit</i>). 	<ul style="list-style-type: none"> □ Describe different types of land use and settlements, using language such as <i>urban, rural, arable, commercial, residential</i>. □ Identify reasons why land is used in particular ways and link this to physical features 	<ul style="list-style-type: none"> □ Describe similarities and differences between one European country and one North /South American country. □ Understand interactions between physical and human geography. 	<ul style="list-style-type: none"> □ Correctly use maps, atlases and globes, including Ordnance Survey maps of the local area to build-up geographic knowledge. □ Understand and use keys and symbols to read maps. 	<ul style="list-style-type: none"> □ Draw information from a range of sources, including photos, video, maps, satellite images and eyewitness accounts. □ Record an observation in several ways (maps, sketches, graphs, photos and digital data)

	Year 5	<ul style="list-style-type: none"> □ Identify geographical regions of the UK and key topographical features (hills, rivers etc.) □ Name and locate at least six European countries and six in North/South America. 	<ul style="list-style-type: none"> □ Describe climate zones and vegetation belts (eg. rainforest, savannah, desert, icecaps) • Describe the causes and effects of at least two natural disasters (eg. volcanoes & earthquakes). 	<ul style="list-style-type: none"> □ Describe the key aspects of economic activity and trade links (as part of a country study). □ Discuss the impact of trade on life in a particular area (eg. issues surrounding Fairtrade). 	<ul style="list-style-type: none"> □ Describe 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. 	<ul style="list-style-type: none"> □ Correctly use a range of maps, atlases and globes to locate, investigate and describe rivers, mountains, cities and countries. □ Use the eight points of a compass to describe positions. 	<ul style="list-style-type: none"> □ Record an observation in several ways (eg. maps, sketches, graphs, photos and digital data). □ Present data from observations and begin to draw conclusions independently.
	Year 6	<ul style="list-style-type: none"> □ Identify topographical features of the UK and begin to recognise how they have changed over time. □ Name and locate at least seven European countries and seven in North/South America. □ Locate major cities and regions in these countries. 	<ul style="list-style-type: none"> □ Describe key features of a wide range of physical features (eg. rivers, mountains, volcanoes, earthquakes, cities, rainforests). □ Describe climate zones and vegetation belts and explain how these are related to latitude, the tropics, the poles, proximity of oceans etc. 	<ul style="list-style-type: none"> □ Describe the key aspects of economic activity 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 lives. 	<ul style="list-style-type: none"> □ Describe 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 humans are having on the planet and the long-term consequences). 	<ul style="list-style-type: none"> □ Correctly use maps, atlases and globes, and recognise what these do and don't tell you about life in a certain place. □ Compare different map projections (particularly on maps of the world). □ Use four- and six-figure grid references to describe and share locations. 	<ul style="list-style-type: none"> □ Plan and carry out fieldwork to answer a given question. □ Record observations using maps, sketches, graphs, photos and digital data □ Present data and conclusions in a range of ways, including graphs, diagrams, extended writing, maps and presentations.

Knowledge progression

EYFS

Autumn 1	Autumn 2	Spring 1
<p>I wonder what it means to be a hero?</p> <ul style="list-style-type: none"> Where do I live? Where is my school? What is it like here? What differences are around the school environment? What can I see on an aerial map of school? <ul style="list-style-type: none"> What is the weather like now? What has changed outside? 	<p>I wonder how we celebrate?</p> <ul style="list-style-type: none"> Where do I go to celebrate? Where is China? Where is Diwali celebrated? Can I find where I live on a map? 	<p>I wonder what is out there?</p> <ul style="list-style-type: none"> What do I know about the Earth? Where are countries that I have visited? What is it like on the moon? How is it different to Earth? How do we move around Earth? How do we move around space? How do day/night views of the Earth from space differ? Why?
Spring 2	Summer 1	Summer 2
<p>I wonder who lives there?</p> <ul style="list-style-type: none"> What features of the countryside can I see? What do homes look like? Where do I live? What symbols can I use on a map? <ul style="list-style-type: none"> What is the weather like now? How has it changed? 	<p>I wonder how it grows?</p> <ul style="list-style-type: none"> What is this habitat/environment like? How is it different? What are its features? What will grow in a hot climate? What will grow in a cold climate? 	<p>I wonder how it works?</p> <ul style="list-style-type: none"> Where is it made? What is the weather like now? How has it changed? <p>How can I draw a map of my story? What symbols will I use?</p>

KEY STAGE 1

<p>How do you know where we are? Percy the Park keeper</p>	<p>I wonder who that could be? Where did you come from? Lost and Found</p>	<p>Could you live on an island? Comparing our locality to another town in the UK</p>
<p>I know that we live in the country England and can locate it on a map</p> <p>I know the UK is made up of Wales, England, Scotland and Ireland</p> <p>I know that there are different ways to locate places for example globes/atlasses and digital maps</p>	<p>I know what continents are and can identify them</p> <p>I know what the weather is like in the Antarctic</p> <p>I know that there are differences between hot and cold countries and can locate them</p>	<p>I know where I live</p> <p>I know how to draw a map to show the journey I go on</p> <p>I know what an ariel view is</p> <p>I know that the UK is an island and can explain how I know using maps</p> <p>I know the compass points N, E, S, W and can find a location using them</p> <p>I know what human and physical features are and can give examples</p> <p>I know some of the physical features of a coastal town</p> <p style="color: red; font-weight: bold;">WE ARE DOING - 'COULD YOU BE AN EXPLOER 'NEXT TERM - LOTS OF GEOGRAPHY AND HISTORY – starting with fieldwork -exploring the local area.</p>

Year 1

Year 2	Where in the world are we?	What makes our town unique?	What would the world be like without flowers?		
	Weather and climate				
	<p>I know how to locate the Continents using atlases and globes</p> <p>How can I locate where in the world the seas and oceans are? Using atlases, maps and digital mapping</p> <p>I know where Ghana is and can identify on a map</p> <p>I know what the equator is</p> <p>I know how to draw simple linear maps to show how a journey can be made around the world</p> <p>I know that Ghana and England are different and can give some examples</p> <p>I know that aerial photographs and satellite images can recognise basic human and physical features in the UK and Ghana</p>	<p>I know how to use world maps, atlases and globes to identify the United Kingdom and its countries on my own</p> <p>I know that Newport is landlocked</p> <p>I know the difference between rural and urban locations</p> <p>Fieldwork – walk to a local highpoint to observe land use</p> <p>I know the physical and human features of Newport.</p> <p>I know how to devise a simple map and construct basic symbols in a key</p> <p>I know what people do for work/leisure in Newport using my knowledge of a field study</p>	<p>I know what climate means</p> <p>I know that the climate varies around the world</p> <p>I know how to locate hot and cold countries around the world on my own</p> <p>I know what seasons are and can study weather patterns linked to these</p>		
Key Stage 2					
Year 3	Can there be life everywhere on Earth?	What makes up Shropshire?	Flying food airways- Why is trade important?	How high can we climb?	
	Mountain ranges comparison in UK and Spain				
	<p>I know and can locate the continents and main oceans/seas using various maps and digital mapping.</p> <p>I know where the northern and southern hemisphere located on maps and can explain what happens around the equator</p> <p>I know how to locate a variety of countries using digital maps/ atlases and globes</p> <p>I know all the biomes of the world</p> <p>I know the climate, physical features of the biomes</p> <p>I know what fauna and flora means</p> <p>I know the environmental aspects of each biome</p> <p>I know that there is human impact on biomes and can explain what they are</p>	<p>I know how to Investigate patterns and places in our town and surrounding area</p> <p>I know how to carry out a field study of significant human impact of littering in Newport</p> <p>I know how to use the eight points of a compass, four figure reference grid, symbols and key to communicate knowledge of the UK</p> <p>I know that I can use a range of maps including digital to find and source information about Shropshire</p> <p>I know what a county is</p> <p>I know that River Severn runs through Shropshire and where the source is</p>	<p>I know how to locate the UK/ describe location using geographical language.</p> <p>I know what exported and imported means</p> <p>I know where some foods originate and can identify on a map</p> <p>I know what seasonal produce is grown on farms in the UK</p> <p>I know how food travels around the world</p> <p>I know that food miles impact the environment and quality of the produce</p>	<p>I know how to locate Spain on a variety of maps, atlases and globes. I know why Spain is important to the UK (proximity, European, tourism).</p> <p>I know what life is like in Spain based on an understanding of weather, climate and land use.</p> <p>I know that maps, photos, videos (& first hand accounts if possible) tell us about the range of environments and climate zones within the country (eg. Sierra Nevada / cities / Mediterranean coast).</p>	

	<p>I understand the impact of pollution, deforestation and littering on the Earth</p> <p>I know how to draw a linear map</p>	<p>I know some of the landmarks in our county</p> <p>I know that the population and physical geography has changed in Newport</p> <p>I know how to use digital maps to find highly populated areas</p>	<p>I understand the human geography of trade/Import/export</p> <p>I know what the different food labels mean and why they are important</p> <p>I know what Fairtrade is to farmers around the world</p>	<p>I know about daily life, weather, standards of living and culture.</p> <p>I know and can explain some similarities and differences between Spain and the UK</p>
Year 4	<p>Which Pole is the most successful? Polar explorers</p>	<p>Journey to the river sea- Why are rivers important?</p>	<p>Who pays the price?</p>	
	<p>I know what a continent is. / I know how to identify the continents.</p> <p>I know how to identify Antarctica and the arctic on a map / describe their location using geographical language.</p> <p>I know what the poles are and can locate Antarctica and The Arctic</p> <p>I know the physical features of the Antarctica</p> <p>I know that the climate of Antarctica and The Arctic differ and have different biomes/ ecosystems</p> <p>I know the effect humans/ climate change have had on the Poles</p>	<p>I know what the water cycle is</p> <p>I know and can name the major rivers in the UK and locally to us</p> <p>I know that maps, atlases, globes and digital computer mapping can help me locate rivers</p> <p>I know and can locate some major rivers across the world</p> <p>I know the key aspects of rivers</p> <p>I know what erosion and deposition is</p>	<p>Geography:</p> <p>I know that chemical weathering impacts our environment negatively</p> <p>I know that transport in the UK and across the world impact human and physical features</p> <p>I know that some modes of transport for trade are more environmentally friendly than others</p> <p>I know that erosion and deposition happens on the coastline</p> <p>I know how international transportation is used including shipping lanes and how this impacts the environment</p> <p>I know how to use maps to identify national road networks and world trade routes.</p>	
Year 5	<p>How is life in the UK different to that is South America?</p>	<p>How did the industrial revolution impact our towns? – local study – field study</p>		
	<p>I know what a continent is. / I know how to locate South America and describe its location using geographical knowledge.</p> <p>I know how to locate countries of South America using a variety of maps</p> <p>I know that the climate in South America is varied and can explain how it compares to the UK</p> <p>I know the names and locations of Volcanoes in south America</p> <p>I know the names, locations of major mountain ranges of South America and explain the human impact on these</p> <p>I know about international trade and industry in South America.</p>	<p>I know how to locate Newport on a map/ describe the location using geographical language.</p> <p>I know some of the human and physical features of Newport that came from the Industrial Revolution (Canals)</p> <p>I know that the UK counties/ counties are interconnected – map work looking at rail / canals / roads and rivers</p> <p>I know that land use in the local area has changed over time</p> <p>I know how Settlements have developed in Newport and the human impact of this</p> <p>I know why more houses are being built in Newport</p>		

		<p>Field work – walk to Newport - visit to Ironbridge</p>
Year 6	<p>How do the UK and the USA compare? Geography – mountains</p>	<p>How did WWII change the landscape of Britain?</p>
	<p>I know how to locate North America / can describe its location using geographical language. I know the names of mountains found in North America I know what terrain is I know how to read contour lines on a map I know that North America has different environmental regions and can name some physical and human features I know the major cities and populated areas in North America I know that UK and North America have similarities and differences I know that there are different ways to locate places in North America I know how to use online mapping and OS maps to locate environmental areas in North America</p>	<p>I know how to use geographical language to describe the location of Newport I know some of the places that were bombed in the local area and can explain why geographically I know that farming and trade was important during WWII I know where the most populated areas were in WWII and can compare these places to now I know that transport routes both national and international changed during WWII</p>