

		Geography Curriculum Progression of Knowledge					
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the seven continents. Name and locate the five oceans. Name, locate and identify characteristics of the 4 capital cities of the UK.	Locate world countries on a map (with a focus on Egypt). Concentrate on: -their environmental regions, -key physical and human characteristics, countries -major cities. Identify the position and significance of latitude and longitude, equator.	Name and locate counties and cities in the UK Identify geographical regions or counties within the UK. Identify key human and physical characteristics within the UK. Identify key topographical features (Inc hills, mountains, coasts and rivers). Locate countries in Europe. Locate Russia. Compare map	Locate North and South America and the countries within these continents. Locate the major cities in North and South America. Identify and discuss the key physical and human characteristics of North and South America (for example: The Great Lakes, The Great Plains, The Sierra Madre mountain system and Gaucho culture). Identify the range of climate zones in Americas. Identify the position and significance of	Identify and explain land use patterns in the UK. Explain how these characteristics may have changed over time. Trade links + economic activity – comparing people and places Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.

					changes over time of the Roman empire. Map changes in London capital City over time.	Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	
Place Knowledge	Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps.	To understand geographical similarities and differences through studying local areas of the United Kingdom. Focus: The seaside, New Forest and Corfe	To understand geographical similarities and differences through studying a local area of the United Kingdom (Bournemouth), and of a small area in a contrasting non-European country concentrating on islands and	Focus on a study of Egypt, Africa. Understanding the human and physical geography of the country.	Describe and understand key aspects of human geography, including types of settlement and land use; trade links. Compare with UK	Compare the Americas to UK (modern day), including physical and human geography (Mayans). Understand geographic similarities and differences through the study of human and physical geography of a region of the UK	Study physical geography of a region within the UK (Jurassic coast) Compare to a European or American location.

		Castle.	sea sides (African country)			and a European country.	
Human Geography	Describe their immediate environment using knowledge form observation, discussion, stories, non- fiction texts and maps.	Explore local areas and simple maps identifying features such as; city, town, village, factory, farm, house, office, port, harbour and shop.	Explore local areas and simple maps identifying features such as; city, town, village, factory, farm, house, office, port, harbour and shop.	Identify, describe and understand different types of settlement and the reasons chosen (river, sea etc) Types of settlements in Early Britain linked to History. Why did early people choose to settle there?	Identify key landmarks and their significance to economics, trade links and historical value/changes	Exploring the land use and types of settlement in Ancient Greece.	Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). Distribution of natural resources including energy, food, minerals and water. Types of settlements in Viking, Saxon Britain linked to History.
Physical Geography	Knows some similarities and differences between the natural world around them and contrasting environments.	Identify daily weather patterns. Identify Seasonal weather patterns in the UK. Identify the location of hot and cold	Identify location of hot areas of the world in relation to the equator and other continents. Use basic geographical vocabulary to refer to beach, cliff, coast,	Describe and understand key aspects of: Physical geography including Rivers and the water cycle, Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate	Describe and understand key aspects of physical geography, including terrain, biomes, and vegetation belts.		Identifying coastal land features – coastal erosion

		areas of the world in relation to the equator/the poles	forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	tectonics and the ring of fire. Identify how earthquakes/Tsunamis are caused and their affects. Describe and understand different climate zones inc: rainforests, mountains, deserts and rivers			
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Geography Curriculum Progression of Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings. Make observations	Children encouraged to ask simple geographical questions; where is it? What's it like? Use NF books, stories, maps, pictures/ photos and interete as sources of information. Investigate their	Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/ photos and internet as sources of information. Investigate places and themes a more than one scale. Begin to collect and record evidence.	Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs. Investigate places and themes at more than one scale. Collect and record evidence with some aid.	Begin to suggest questions for investigating. Using primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale/ contrasting and distant places. Collect and record	Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw

	about where things are e.g. within school or local area.	surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.	Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps .	evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations- influence on people/everyday life.	conclusions e.g. from field work data on land use comparing land use/ temperature, look at patterns and explain reasons behind it.
Direction/Location	Follow directions (up, down, left/right, forwards/backwards)	Follow directions (as Y1 and inc NESW).	Use 4 compass points to follow/give directions. Use letter/ no. co-ordinates to locate features on a map.	Use 4 compass points confidently. Begin to use 8 compass points. Use letter/ no co-ordinates to locate features on a map confidently.	Use 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map.	Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing.	Make a map of a short route experienced with features in correct order. Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw places of increasing complexity.
Using maps	Use a simple picture map to move around the school.	Follow a route on a map. Use a plan view.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a	Locate places on large scale maps, (e.g. Find UK or India on globe). Follow a route on a	Compare maps with aerial photographs. Select a map for a specific purpose (e.g.	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world

	Recognise that it is about a place.	Use an infant atlas to locate places.	map with some accuracy (e.g. whilst orienteering)	large scale map.	pick atlas to find Taiwan, OS map to find local village) Begin to use atlases to find out about other features of places (e.g. find the wettest apt of the world).	map. Use atlases to find out about other features of places (e.g. mountain regions, weather patterns).
Scale/Distance	Use relative vocabulary (e.g. bigger/smaller, like/dislike).	Begin to specially match places (e.g. recognise UK on a small scale and larger scale map).	Begin to match boundaries (e.g. find same boundary of a country on different scale maps.	Begin to match boundaries (e.g. find same boundary of a country on different scale maps).	Measure straight line distance on a plan. Find/recognise places on maps of different scales (e.g. River Nile).	Use a scale to measure distances (m/km). Draw/ use maps and plans at a range of scales (m/km).
Perspective	Draw around objects to make a plan.	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point.	Draw a sketch map from a high view point.	Draw a plan view map with some accuracy.	Draw a plan view map accurately.
Map Knowledge	Learn names of some place within/ around the UK e.g. home town, cities, countries e.g. Wales France.	Locate and name on UK map major features e.g. London, River Thames/ Home location, seas.	Begin to identify points on maps A, B and C.	Begin to identify significant places and environments.	Identify significant places and environments.	Confidently identify significant places and environments.
Style of Map	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale landranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.

		atlas.	oblique photographs.			
Fieldwork TBC	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. Fieldwork: Exploring the school grounds leading to creating a basic map of the school. School→ Muscliff→ Bournemouth. Looking at the position of the school within Muscliff and Muscliff within Bournemouth.	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. Fieldwork: Exploring the local area of Throop. Having a map to locate features e.g. farm, river, roads. Create own map with roads/river/school located on map.	Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. Fieldwork: Cranborne Ancient Technology Centre. Comparing early settlements to modern settlements. Bringing stone age alive: Jurassic coast? Fossil hunt.	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. Fieldwork: Exploring town centre? Using sketch maps, plans and graphs to record human and physical features of a town centre.	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. Fieldwork: Orienteering using ordnance survey maps and compasses. Focus on digital technologies. tbc	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. Fieldwork: Brownsea Island: Sketch maps, plans and graphs of local coastline. Focus on digital technologies tbc