



Geography Skills Progression

	EYFS Reception	KS1	Lower KS2	Upper KS2
Locational Knowledge	<p>Pupils develop their understanding of the world around them by learning about their immediate environment.</p> <p>Children can:</p> <ul style="list-style-type: none"> use maps to explore and describe the immediate environment. <p style="color: purple;">Key vocab: environment, place, quiet, busy, same, different, similar, home.</p>	<p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use key vocabulary to demonstrate knowledge and understanding in this strand <p style="color: red;">Key vocab: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> begin to locate the world's countries, using maps looking at environmental regions, key physical and human characteristics, countries and major cities begin to name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and land use patterns including how a place has changed over time use key vocabulary to demonstrate knowledge and understanding in this strand 	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> continue to locate the world's countries, using maps looking at environmental regions, key physical and human characteristics, countries and major cities continue to name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and land use patterns including how a place has changed over time



	<p>Key vocab: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, atlas, index, coordinates, contour, altitude, peaks, slopes, continent, country, city, border, key.</p>	<ul style="list-style-type: none"> • 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; • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; • use key vocabulary to demonstrate knowledge and understanding in this strand <p>Key vocab: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, atlas, index, coordinates, contour, altitude, peaks, slopes, continent, country, city, border, key.</p>
<p>Place Knowledge</p> <p>Pupils develop their understanding of the world around them by learning about different cultures and communities as well as the natural world.</p> <p>Children can:</p> <ul style="list-style-type: none"> • 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>Key vocab: environment, place, hot, cold, far away, close, natural, similar, same,</p>	<p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> • compare an area in the UK with a contrasting city/town in a non-European country; • use key vocabulary to demonstrate knowledge and understanding in this strand 	<p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country and a region within North or South America.</p> <p>Children can:</p> <ul style="list-style-type: none"> • begin to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom; • begin to explore similarities and differences, comparing the human



<p>different, busy, quiet, countryside, city, seaside.</p> <p>Key vocab: compare, capital city, country, population, weather, similarities, differences, farming, culture.</p>	<p>and physical geography of a region of the UK and a region of Europe</p> <ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand <p>Key vocab: city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>and physical geography of a region of the UK and a region of Europe</p> <ul style="list-style-type: none"> explore similarities and differences, comparing the human geography of a region of the UK and a region of North America explore similarities and differences comparing the physical geography of a region of the UK and a region of North America use key vocabulary to demonstrate knowledge and understanding in this strand: <p>Key vocab: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>
<p>Physical Geography</p> <p>Children will develop their understanding of the world around them by learning about some of its physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> understand some important processes and changes in the natural world around them, including the seasons; explore the natural world around them, making observations and drawing pictures. <p>Key vocab: hot, cold, Spring, Summer, Autumn, Winter, seasons, weather, countryside, hill, seaside, beach, sea.</p>	<p>Children will understand key physical geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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; use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; <p>Key vocab: hot, cold, Equator, North Pole, South Pole, beach, cliff, coast,</p>	<p>Children locate a range of the world's most significant physical features. Explain how physical features have formed, why they are significant and how they can change.</p> <p>Children can:</p> <p>begin to describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography: <ul style="list-style-type: none"> the water cycle rivers mountains, volcanoes and earthquakes climate zones, biomes, vegetation belts (taught through place comparison – Place Knowledge) <p>Children locate a range of the world's most significant physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p>continue to describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography: <ul style="list-style-type: none"> the water cycle rivers



		<p>forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p>	<ul style="list-style-type: none"> ▪ use key vocabulary to demonstrate knowledge and understanding in this strand. <p>Key vocab: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter.</p>	<ul style="list-style-type: none"> ▪ mountains, volcanoes and earthquakes ▪ coasts ▪ climate zones, biomes, vegetation belts (taught through place comparison – Place Knowledge) ▪ use key vocabulary to demonstrate knowledge and understanding in this strand. <p>Key vocab: peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, upper course, middle course, lower course, valley, channel, waterfall, rapids, meander, tributary, flood plain, mouth, source, coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, erosion, deposition.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human Geography</p>	<p>Children will develop their understanding of the world around them by learning about some of its human geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> • 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. • explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. 	<p>Children will understand key human geographical features of the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Key vocab: city, town, village, factory, farm, house, office, port, harbour, shop.</p>	<p>Children locate a range of the world's most significant human features. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p>begin to describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ human geography <ul style="list-style-type: none"> ▪ types of settlement and land use ▪ economic activity including trade links ▪ distribution of natural resources – food, minerals and water and energy 	<p>Children locate a range of the world's most significant human features. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p>continue to describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ human geography <ul style="list-style-type: none"> ▪ types of settlement and land use



<p>Key vocab: similar, same, different, compare, weather, city, countryside, busy, quiet.</p>	<ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand. <p>Key vocab: pollution, settlement, settler, site, need, shelter, food, import, export, trade, efficiency, conservation, carbon footprint.</p>	<ul style="list-style-type: none"> economic activity including trade links distribution of natural resources – food, minerals and water and energy use key vocabulary to demonstrate knowledge and understanding in this strand. <p>Key vocab: resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass,</p>
<p>Geographical Skills and Fieldwork</p> <p>Children can begin to use geographical skills and communicate geographical information in some different ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> describe their immediate environment using knowledge from maps; use stories, non-fiction texts and maps to help them find out about similarities and differences between life in this country and other countries. <p>Key vocab: map, key, forwards, backwards, left, right, route, move, direction.</p>	<p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map; 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 surrounding area, including key human and physical features, using a range of methods; 	<p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can begin to:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), eight compass points and four and six-figure grid references to build their knowledge of the United Kingdom and the wider world;
	<p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can continue to:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features; use symbols and keys (including the use of Ordnance Survey maps), eight compass points and four and six-figure grid references to build their knowledge of the United Kingdom and the wider world; use fieldwork to observe, measure, record and present physical and human features using a range of methods, including sketch maps, 	



		<ul style="list-style-type: none">▪ use key vocabulary to demonstrate knowledge and understanding in this strand: <p>Key vocab: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<ul style="list-style-type: none">• use key vocabulary to demonstrate knowledge and understanding in this strand. <p>Key vocab: map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>	<p>plans and graphs, and digital technologies;</p> <ul style="list-style-type: none">• use key vocabulary to demonstrate knowledge and understanding in this strand. <p>Key vocab: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>
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