



# Geography Progression of Knowledge, Skills and Understanding

# Early Years & Key Stage 1

	Nursery	Reception	Rec/Yr 1	Yr1 /2	Yr2	End of Key Stage Expectation
Location knowledge	Children can comment and ask questions about aspects of their familiar world such as the place where they live (30-50 UTW The World)	Children know how to talk about similarities and differences in relation to places, objects and living things (ELG UTW The World)	<p><b>EY Expectation</b> Children know how to talk about similarities and differences in relation to places, objects and living things (ELG UTW The World)</p> <p><b>Year 1 Expectation</b> Children recognise similarities and differences in their immediate environment.</p> <p>Children can talk about people and places beyond their local environment.</p> <p>Children can name and locate the four countries making up the British Isles.</p>	<p><b>Year 1 Expectation</b> Children recognise similarities and differences in their immediate environment.</p> <p>Children can talk about people and places beyond their local environment.</p> <p>Children can name and locate the four countries making up the British Isles.</p> <p><b>Year 2 Expectation</b> Children can name and locate the countries making up the British Isles, with their capital cities.</p> <p>Children know the surrounding seas of the United Kingdom.</p> <p>Children can locate and name the continents on a World Map.</p> <p>Children can locate and label the five oceans.</p>	<p><b>Year 2 Expectation</b> Children know the surrounding seas of the United Kingdom.</p> <p>Children can locate and name the continents on a World Map.</p> <p>Children can locate and label the five oceans.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
Place knowledge	<p>Children notice detailed features of objects in their environment (22-36 UTW The World)</p> <p>Children can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50 UTW The World)</p>	Children can talk about the features of their own immediate environment and how environments might vary from one another (ELG UTW The World)	<p><b>EY Expectation</b> Children can talk about where they live.</p> <p><b>Year 1 Expectation</b> Children can talk about their homes and families and compare to those in another country.</p> <p>Children talk about and find their way around school showing an awareness of where things belong and the people within the school.</p>	<p><b>Year 1 Expectation</b> Children can talk about their homes and families and compare to those in another country.</p> <p>Children talk about and find their way around school showing an awareness of where things belong and the people within the school.</p> <p><b>Year 2 Expectation</b> Children can compare England with a contrasting non-European country in the world.</p> <p>Children can compare a local City/town in England with a contrasting city in a different country.</p>	<p><b>Year 2 Expectation</b> Children can compare a local City/town in England with a contrasting city in a different country.</p> <p>Children can compare England with a contrasting non-European country in the world.</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
Human and Physical geography	Children are developing an understanding of growth, decay and changes over time (30-50 UTW The World)	Children look closely at similarities and differences, patterns and change (40-60 UTW The World)	<p><b>EY Expectation</b> Children can express their views on features of the environment of a locality.</p> <p><b>Year 1 Expectation</b> Children show their knowledge, skills and understanding in studies at a local scale.</p> <p>Children can use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</p> <p>Children know how to identify seasonal and daily weather patterns in the UK.</p> <p>Children know why some places are hot and some are cold in relation to the equator.</p> <p>Children know how to describe human and physical features.</p>	<p><b>Year 1 Expectation</b> Children show their knowledge, skills and understanding in studies at a local scale.</p> <p>Children can use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</p> <p>Children know how to identify seasonal and daily weather patterns in the UK.</p> <p>Children know why some places are hot and some are cold in relation to the equator. Children know how to describe human and physical features.</p> <p><b>Year 2 Expectation</b> Children know where in the world is cold and are able to discuss this in relation to the equator and the North/South Poles.</p> <p>Children can identify weather patterns in the UK.</p> <p>Children can compare and contrast the human and physical features of two British localities.</p>	<p><b>Year 2 Expectation</b> Children know where in the world is cold and are able to discuss this in relation to the equator and the North/South Poles.</p> <p>Children can identify weather patterns in the UK.</p> <p>Children can compare and contrast the human and physical features of two British localities.</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> <p>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> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

**Geographical skills and fieldwork**

Children show care and concern for living things and the environment (30-50 UTW The World).  
  
Children can use positional language (30-50 Maths SSM).

Children use everyday language to talk about positions and distance to solve problems (ELG Maths SSM).  
  
Children can describe their relative position such as 'behind' or 'next to' (40-60 Maths SSM).

**EY Expectation**  
Children can identify places in the immediate locality.  
  
**Year 1 Expectation**  
Children develop maps of the local environment.  
  
Children can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

**Year 1 Expectation**  
Children develop maps of the local environment.  
  
Children can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  
  
**Year 2 Expectation**  
Children 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.  
  
Children use the four points of a compass to build their knowledge of the United Kingdom and where Royton is in relation to the rest of the British Isles.  
  
Children know and use directional language.

**Year 2 Expectation**  
Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  
  
Children use the four points of a compass to build their knowledge of the United Kingdom and where Royton is in relation to the rest of the British Isles.  
  
Children know and use directional language.

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  
  
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



# Geography Progression of Knowledge, Skills and Understanding

# Key Stage 2

	Y3 – UK Focus with EU Comparison	Y3/4 – EU Focus	Y4/5 – North America Focus	Y5/6 – South America Focus	Y6 – Comparison EU, N&S America	End of Key Stage Expectation
Location knowledge	<p><b>Year 3 Expectation</b> Children can locate some countries in Europe, concentrating on their environmental regions and key physical and human characteristics.</p> <p>Children can name and locate the counties and cities of the United Kingdom in close proximity to school.</p> <p>Children know about the geographical regions of counties in the United Kingdom and their identifying human and physical characteristics linked to the areas being studied.</p> <p>Children know about the land-use patterns of an area of the United Kingdom (linked to the area being studied) and say how these have changed over time.</p> <p>Children know about the topographical features of an area in the United Kingdom linked to the area being studied.</p>	<p><b>Year 3 Expectation</b> Children can locate some countries in Europe, concentrating on their environmental regions and key physical and human characteristics.</p> <p>Children can name and locate the counties and cities of the United Kingdom in close proximity to school.</p> <p>Children know about the geographical regions of counties in the United Kingdom and their identifying human and physical characteristics linked to the areas being studied.</p> <p>Children know about the land-use patterns of an area of the United Kingdom (linked to the area being studied) and say how these have changed over time.</p> <p>Children know about the topographical features of an area in the United Kingdom linked to the area being studied.</p> <p><b>Year 4 Expectation</b> Children can locate the major cities in Europe.</p> <p>Children can identify the position and significance of the equator.</p> <p>Children can identify the position and significance of the northern and southern hemisphere.</p> <p>Children know about the geographical regions of counties in the United Kingdom and their identifying human and physical characteristics linked to the areas being studied.</p> <p>Children know about the land-use patterns of an area of the United Kingdom (linked to the area being studied) and say how these have changed over time.</p> <p>Children know about the topographical features of an area in the United Kingdom linked to the area being studied.</p>	<p><b>Year 4 Expectation</b> Children can locate the major cities in Europe.</p> <p>Children can identify the position and significance of the equator.</p> <p>Children can identify the position and significance of the northern and southern hemisphere.</p> <p>Children know about the geographical regions of counties in the United Kingdom and their identifying human and physical characteristics linked to the areas being studied.</p> <p>Children know about the land-use patterns of an area of the United Kingdom (linked to the area being studied) and say how these have changed over time.</p> <p>Children know about the topographical features of an area in the United Kingdom linked to the area being studied.</p> <p><b>Year 5 Expectation</b> Children can use maps to locate Russia, in relation to Europe.</p> <p>Children can use maps to locate the countries of North America.</p> <p>Children can locate the countries in North America, concentrating on their key physical and human characteristics.</p> <p>Children can locate the countries in North America, concentrating on their environmental regions.</p> <p>Children can locate the major cities in North America.</p> <p>Children can identify the position and significance of the tropic of Cancer.</p>	<p><b>Year 5 Expectation</b> Children can use maps to locate Russia, in relation to Europe.</p> <p>Children can use maps to locate the countries of North America.</p> <p>Children can locate the countries in North America, concentrating on their key physical and human characteristics.</p> <p>Children can locate the countries in North America, concentrating on their environmental regions.</p> <p>Children can locate the major cities in North America.</p> <p>Children can identify the position and significance of the tropic of Cancer.</p> <p><b>Year 6 Expectation</b> Children can use maps to locate the countries of North and South America and make comparisons to the UK and Europe.</p> <p>Children can locate the countries in North and South America and Europe, concentrating on their environmental regions.</p> <p>Children can locate the countries in North and South America and Europe, concentrating on their key physical and human characteristics.</p> <p>Children can identify the position and significance of longitude and latitude.</p> <p>Children can identify the position and significance of the tropic of Capricorn.</p>	<p><b>Year 6 Expectation</b> Children can use maps to locate the countries of North and South America and make comparisons to the UK and Europe.</p> <p>Children can locate the countries in North and South America and Europe, concentrating on their environmental regions.</p> <p>Children can locate the countries in North and South America and Europe, concentrating on their key physical and human characteristics.</p> <p>Children can locate the major cities in North and South America and Europe.</p> <p>Children can identify the position and significance of longitude and latitude.</p> <p>Children can identify the position and significance of the tropic of Capricorn.</p> <p>Children can identify the position and significance of the Arctic and Antarctic circles.</p> <p>Children can identify the position and significance of the Greenwich Meridian and different time zones (including night and day).</p>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. 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)</li> </ol>
Place Knowledge	Children know about the geographical similarities and differences of a region of the United Kingdom and a region in Europe, through the study of human and physical geography.	Children know about the geographical similarities and differences of a region of the United Kingdom and a region in Europe, through the study of human and physical geography.	Children know about the geographical similarities and differences, through the study of human and physical geography, of a region of the United Kingdom and a region in North America.	Children know about the geographical similarities and differences, through the study of human and physical geography, of a region of the United Kingdom and a region in South America.	Children know about the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe/North America/South America or the Arctic and Antarctic circles.	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.

**Human and Physical Geography**

<p>Children can describe and show an understanding of the climate zones of the key places studied.</p> <p>Children can describe and show an understanding of the biomes and vegetation belts of the key places studied.</p> <p>Children can describe and show an understanding of the water cycle, with links to the places studied.</p> <p>KEY IN DEPTH STUDY – RIVERS</p> <p>OVERVIEW – MOUNTAINS</p> <p>Children know about the settlements and land use of the places studied.</p> <p>Children know about the economic activity, including trade links, of the key places studied.</p> <p>Children know about the distribution of natural resources, including energy, of the key places studied.</p>	<p>Children can describe and show an understanding of the climate zones of the key places studied.</p> <p>Children can describe and show an understanding of the biomes and vegetation belts of the key places studied.</p> <p>Children can describe and show an understanding of earthquakes linked to the places studied.</p> <p>Children can describe and show an understanding of volcanoes linked to the places studied.</p> <p>OVERVIEW – RIVERS</p> <p>KEY IN DEPTH STUDY – MOUNTAINS/VOLCANOES</p> <p>Children know about the settlements and land use of the places studied.</p> <p>Children know about the economic activity, including trade links, of the key places studied.</p> <p>Children know about the distribution of natural resources, including energy, of the key places studied.</p>	<p>Children can describe and show an understanding of the climate zones of the key places studied.</p> <p>Children can describe and show an understanding of the biomes and vegetation belts of the key places studied.</p> <p>Children can describe and show an understanding of earthquakes linked to the places studied.</p> <p>Children can describe and show an understanding of volcanoes linked to the places studied.</p> <p>OVERVIEW – MOUNTAINS AND VOLCANOES</p> <p>KEY IN DEPTH STUDY – EARTHQUAKES</p> <p>Children know about the settlements and land use of the places studied.</p> <p>Children know about the economic activity, including trade links, of the key places studied.</p> <p>Children know about the distribution of natural resources, including energy, of the key places studied.</p>	<p>Children can describe and show an understanding of the climate zones of the key places studied.</p> <p>Children can describe and show an understanding of the biomes and vegetation belts of the key places studied.</p> <p>Children describe and show an understanding of the water cycle, thinking about the link to the key places studied.</p> <p>OVERVIEW – EARTHQUAKES</p> <p>KEY IN DEPTH STUDY – WATER CYCLE</p> <p>Children know about the settlements and land use of the places studied.</p> <p>Children know about the economic activity, including trade links, of the key places studied.</p> <p>Children know about the distribution of natural resources, including energy, of the key places studied.</p>	<p>Children can describe and show an understanding of the climate zones of the key places studied.</p> <p>Children can describe and show an understanding of the biomes and vegetation belts of the key places studied.</p> <p>Children know about the settlements and land use of the key places studied.</p> <p>Children know about the economic activity, including trade links, of the key places studied.</p> <p>Children know about the distribution of natural resources, including energy, of the key places studied.</p> <p>OVERVIEW – WATER CYCLE</p>	<p>1. 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>2. 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>
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Geographical skills and fieldwork

<p><u>Year 3 Expectation</u> Children can use maps and atlases to locate countries of the UK and describe features.</p> <p>Children use digital and computer mapping to locate countries of the UK and describe features studied.</p> <p>Children use the four points of a compass to build knowledge of the United Kingdom and the wider world.</p> <p>Children can use the four figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children can use fieldwork to observe, measure and record human and physical features in the local area.</p> <p>Children can use sketch maps to observe, measure and record physical and human features in the local area.</p> <p>Children can use plans and graphs to observe measure and record physical and human features in the local area.</p> <p>Children can use digital technologies to observe measure and record physical and human features in the local area.</p>	<p><u>Year 3 Expectation</u> Children can use maps and atlases to locate countries of the UK and describe features.</p> <p>Children use digital and computer mapping to locate countries of the UK and describe features studied.</p> <p>Children use the four points of a compass to build knowledge of the United Kingdom and the wider world.</p> <p>Children can use the four figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p><u>Year 4 Expectation</u> Children can use maps and atlases to locate countries in Europe and describe features.</p> <p>Children use digital and computer mapping to locate countries in Europe and describe features studied.</p> <p>Children use the eight points of a compass to build knowledge of the United Kingdom and the wider world.</p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children can use fieldwork to observe, measure and record human and physical features in the local area.</p> <p>Children can use sketch maps to observe, measure and record physical and human features in the local area.</p> <p>Children can use plans and graphs to observe measure and record physical and human features in the local area.</p> <p>Children can use digital technologies to observe measure and record physical and human features in the local area.</p>	<p><u>Year 4 Expectation</u> Children can use maps and atlases to locate countries in Europe and describe features.</p> <p>Children use digital and computer mapping to locate countries in Europe and describe features studied.</p> <p>Children use the eight points of a compass to build knowledge of the United Kingdom and the wider world.</p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p><u>Year 5 Expectation</u> Children can use maps and atlases to locate Russia and the countries of North America and describe features.</p> <p>Children use digital and computer mapping to locate Russia and the countries of North America and describe features studied.</p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children use ordnance survey maps, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children can use fieldwork to observe, measure and record human and physical features in the local area.</p> <p>Children can use sketch maps to observe, measure and record physical and human features in the local area.</p> <p>Children can use plans and graphs to observe measure and record physical and human features in the local area.</p> <p>Children can use digital technologies to observe measure and record physical and human features in the local area.</p>	<p><u>Year 5 Expectation</u> Children can use maps and atlases to locate Russia and the countries of North America and describe features.</p> <p>Children use digital and computer mapping to locate Russia and the countries of North America and describe features studied.</p> <p>Children use the four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children use ordnance survey maps, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p><u>Year 6 Expectation</u> Children can use maps and atlases to locate the countries of North and South America and describe features.</p> <p>Children use digital and computer mapping to locate the countries of North and South America and describe features studied.</p> <p>Children use more complex ordnance survey maps, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children can use fieldwork to observe, measure and record human and physical features in the local area.</p> <p>Children can use sketch maps to observe, measure and record physical and human features in the local area.</p> <p>Children can use plans and graphs to observe measure and record physical and human features in the local area.</p> <p>Children can use digital technologies to observe measure and record physical and human features in the local area.</p>	<p><u>Year 6 Expectation</u> Children can use maps and atlases to locate the countries of North and South America and describe features.</p> <p>Children use digital and computer mapping to locate the countries of North and South America and describe features studied.</p> <p>Children use more complex ordnance survey maps, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Children can use fieldwork to observe, measure and record human and physical features in the local area.</p> <p>Children can use sketch maps to observe, measure and record physical and human features in the local area.</p> <p>Children can use plans and graphs to observe measure and record physical and human features in the local area.</p> <p>Children can use digital technologies to observe measure and record physical and human features in the local area.</p>	<ol style="list-style-type: none"> <li>1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>2. 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.</li> <li>3. 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> </ol>
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