

# Geography Knowledge Progression

## Locational Knowledge

### EYFS

Name and locate areas in the EYFS area.

Know that there are different countries in the world .World culture day/ Egyptian Day/ Family holidays.

### Reception

Name the four countries of UK.

### Year 1

Name and locate areas on school ground. **Topic 1**

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas (England, Wales, Scotland, Northern Ireland). **Topic 2**

Name and locate the world's seven continents and five oceans. **Topic 3**

## Place Knowledge

### EYFS

Sept –Compare photos of their gardens to school field.

### Reception

Identify difference between country side and busy city –St Georges Day. Text—The country mouse and the town mouse at story time.

### Year 1

Recognise the similarities and differences of geographical features of the school grounds. **Topic 1**

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. **Topic 2**

Discuss the people and places of the UK. **Topic 2**

## Human and Physical

### EYFS

Identify land and sea on atlases and globes in journeys topic.

Text—Emma Janes aeroplane

Daily weather at morning registration

Sept –Compare photos of their gardens to field of school. —human and physical features.

### Year 1

Use geographical vocab to refer to key physical and human features in the school grounds, (e.g. fences, swimming pool / woods, field) **Topic 1**

UK capitals and surrounding seas. Describe the seasonal and daily weather patterns in the UK and in different continents. **Topic 2**

Vocabulary— Key physical: ocean, weather/key human: city, town

# Geography Knowledge Progression

## Locational Knowledge

### Year 2

Name and locate the world's 7 continents and 5 oceans, including our location on a world map. **Topic 3**  
Identify the North & South Poles, including Antarctica. **Topic 1**  
Know that Simon's Town is in South Africa and that South Africa is a country in Africa. **Topic 3**  
Identify the location of hot & cold areas of the world in relation to the equator. **Topic 1**



### Year 3

Name and locate counties and cities of the UK. **Topic 2**  
Name and locate a number of South American countries and capital cities, environmental regions and key physical human characteristics. **Topic 1**  
Identify the position and significance of the equator, Northern & Southern hemisphere and of the latitude and longitude lines of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. **Topic 1**  
Name and locate The Amazon Rainforest in South America. **Topic 1**



## Place Knowledge

### Year 2

Identify the similarities and differences of geographical features in my own immediate environment/ local area. **Topic 2**  
Understand and compare the geographical similarities and differences through studying the human and physical geography of Byfleet to a place in South Africa. — Simon's Town. **Topic 3**



### Year 3

Compare human and physical geography in England to a region in South America – Peru/Brazil. **Topic 1**  
Recognise and describes geographical regions and identify the human and physical characteristics (South America). **Topic 1**  
Describes how the locality of the school has changed over time. **Topic 3**



## Human and Physical

### Year 2

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and Poles—Arctic & Antarctica. **Topic 1**  
Recognises the impact of human action and how that effect on our current world (global warming and impact of humans). **Topic 1**  
Name parts of a volcano. **Topic 3**  
Vocabulary— See page 2 of Geography National Curriculum.



### Year 3

Identify physical and human features of the locality. **Topic 3**  
Describes/ understands key aspects of physical geography including: What is a biome / vegetation belts? Name the biomes of the world. Which biome do I live in? How do I classify a biome?, (classify and locate biomes and vegetation belts on a world map) and climate zones (identifying the four basic climate zones of the world, describe the climate zones). **Topic 4 (short topic)**  
Describes/ understands key aspects of human geography including: Types of settlements, and land use and distribution of natural resources (South American countries). **Topic 1**  
Recognise that the rainforest is a type of biome. **Topic 4**



# Geography Knowledge Progression

## Locational Knowledge

### Year 4

Name and locate some rivers in Surrey/SE England. **Topic 2**

Name and locate a number of European countries and a number of European capital cities (focus on: countries within Northern Europe) concentrating on their environmental regions and key physical human characteristics, and major cities. **Topic 3**

**Topic 3**

Name and locate the Alps in Europe. **Topic 3**

Identify the position and significance of the Prime/Greenwich Meridian and times zones (including night and day). Recap: the position and significance of the equator, Northern & Southern hemisphere and of the latitude and longitude lines of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. **Topic 3**

### Year 5

Locate capital cities of countries in British Isles and UK, seas around UK, European countries and Russia ( a transcontinental country) with high populations. Recap Year 4 countries. This year focus on countries within Eastern Europe; concentrating on their environmental regions and key physical human characteristics, and major cities. **Topic 2**

Name and locate a number of North American countries and a number of capital cities, environmental regions and key physical human characteristics. **Topic 2**

**Topic 2**

### Year 6

Name and locate a number of rivers in the world, with a focus on the UK and Egypt. **Topic 2**

Name and locate a number of countries in the world (recap on Year 4 and Year 5 countries then focus on: Southern Europe concentrating on their environmental regions and key physical human characteristics, and major cities). **Topic 1**

Locate our location on a series of maps. **Topic 3**

## Place Knowledge

### Year 4

Compares geographical regions, identifying and comparing human and physical characteristics of the UK and European countries of the Alps. **Topic 3**

Identify the physical characteristics and key topographical features within Japan. **Enrichment Day**

### Year 5

Understand some of the reasons for geographical similarities and differences between countries (North America). **Topic 2**

Beginning to understand geographical diversity across the world. **Topic 2**

### Year 6

Explains and discusses a range of reasons of geographical similarities and differences through studying the human and physical geography between trading countries. **Topic 1**

Explains how locations around the world are changing and explains some of the reasons for change. **Topic 1**

Describes and explains geographical diversity across the world. **Topic 1 and 2**

## Human and Physical

### Year 4

Describes/ understands key aspects of physical geography including: mountains (What is a mountain? How is a mountain formed? Mount Everest), rivers, water cycle (What is the water cycle? Create a model water cycle. Why is the water cycle important?), volcanoes and earthquakes (Identify on a map active volcanoes and location of latest earthquakes worldwide; what is an earthquake; what is a volcano? What causes a volcano to erupt? Create models to illustrate earthquakes and volcanoes). **Topic 1 and 2**

Describes/ understands key aspects of human geography including: economic activity including tourism and land use (Europe based). **Topic 3**

Explain weather patterns around the UK, parts of Europe and Japan. **Topic 3**

### Year 5

Describes/ understands key aspects of physical geography including: Recap biomes from Y3 then focus on: can we predict where a character lives based on its characteristics? What is adaptation? Interdependence within ecosystems of biomes, vegetation belts and climate zones (explore influences on the climate zones e.g. latitude, mountains and oceans). **Topic 1**

Describes/ understands key aspects of human geography including: land use, settlements and distribution of natural resources including energy, food, minerals and water (focus on North America versus UK). **Topic 2**

Explain weather patterns around the UK and parts of North America. **Topic 2**

### Year 6

Describes/ understands key aspects of physical geography including: rivers and water cycle (recap Y4 water cycle knowledge, create a model cloud, what is impacting the water cycle e.g. global warming and impact on water supplies). **Topic 2**

Describes/ understands key aspects of human geography including: economic activity including trade links (Germany, USA and China). **Topic 1**

Explain weather patterns around the UK and different parts of the world. **Topic 2**

# Geography Skills Progression

## Geographical Enquiry

### EYFS

Daily weather at morning registration.  
Using physical resources such as stories/ pictures/globes /atlases  
To discuss geographical knowledge through teacher led enquiries.



### Year 1

Observe and describe seasonal and daily weather patterns. **Topic 2**  
Data is collected as a whole class using method chosen by the teacher. **Topic 1**  
Use simple fieldwork and observational skills when studying the school and its grounds. **Topic 1**  
Use areal photographs and plan perspectives to recognise landmarks and basic human and physical features. **Topic 1**  
Use world maps, atlases and globes to identify the UK and its countries.



## Fieldwork

### EYFS

Nature and Nurture - Winter walk - What can we see? Spring walk - What can we see?



### Year 1

Express views on some features of their environment—what they do or do not like. **Topic 1**  
Discuss their fieldwork findings as a class. **Topic 1 and Topic 2**



## Describe & Compare

### EYFS

Express views on some features of their EYFS environment—what they do or do not like.  
Compare what they saw on the winter walk and the spring walk—what was the same and what was different? (Using pictures)



### Year 1

To ask and respond to simple closed questions through teacher led enquiries - **All Topics**  
Use information books/pictures as sources of information. **All Topics**  
Investigate their surroundings. **Topic 1**



# Geography Skills Progression

## Geographical Enquiry

### Year 2

Children encouraged to ask simple geographical questions; where is it? What's it like? **All Topics**  
Use books, stories, maps, pictures/photos, and internet as sources of information. (aerial photographs/plan perspectives)  
**All Topics**  
Make simple comparisons between features of different places and environments. **Topic 3**

### Year 3

Children begin to ask/initiate geographical questions. **All Topics**  
**Topics**  
Use books, stories, atlases, world maps, pictures/photos and internet as sources of information. **All Topics**  
Begin to collect and record evidence, analyse evidence and draw conclusions. **All Topics**

## Fieldwork

### Year 2

Identify seasonal and daily weather patterns. **Topic 1**  
Data is collected in groups using a method chosen by the teacher.  
**Topic 3**  
Develop simple fieldwork and observational skills when studying the local area. **Topic 2**  
Use maps, atlases and globes to identify the 7 continents and 5 oceans.  
**Topic 3**

### Year 3

Observe, record and name geographical features in local environments (tally of land use on local walk). **Topic 3**  
Data is collected individually using a method chosen by the teacher. **Topic 3**

## Describe & Compare

### Year 2

Make observations about features that give places their character. **Topic 2**  
Discuss their fieldwork findings in groups. **Topic 2**  
**Hot Tasks: Written piece—Topics 1 & 2 / Poster—Topic 3**

### Year 3

Make observations about places and features that change over time. **Topic 3**  
Begin to formally present their findings with a question they would like to find out next time. **Topic 3**  
**Hot Tasks: Travel leaflet—Topic 1/ Written format—Topic 2 / Letter—Topic 3/ PPT—Topic 4**

# Geography Skills Progression

## Geographical Enquiry

### Year 4

Ask and respond to questions including 'how' and 'why' and offer their own ideas. **All Topics**  
 Extend to satellite images and aerial photographs. **All Topics**  
 Investigate places and themes at more than one scale. Collect and record evidence with support. Analyse evidence and draw conclusions. **All Topics**

### Year 5

Begin to suggest questions for investigating.  
 Begin to use primary and secondary sources of evidence in their investigations. **All Topics**  
 Investigate places with more emphasis on the larger scale. Collect and record evidence unaided. Analyse evidence and draw conclusions. **All Topics**

### Year 6

Suggest questions for investigating. **All Topics**  
 Use primary and secondary sources of evidence in their investigations. **All Topics**  
 Use primary and secondary sources of evidence in their investigations. Collect and record evidence unaided. Analyse evidence and draw conclusions. **All Topics**

## Fieldwork

### Year 4

Observe, record and explain physical and human features of the environment. **Topic 3**  
 River study fieldwork of the River Wey. **Topic 2**  
 Data is collected using a chosen method of the learner. **Topic 2**

### Year 5

Observe, measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. **Topic 3**  
[GetFile.aspx \(rgs.org\)](#)  
 Methods chosen by the learner. **Topic 3**

### Year 6

Data is collected with increasing accuracy using a range of methods by the learner, some with standardised measure.  
 Open ended investigation. **Topic 3**

## Describe & Compare

### Year 4

Describe how features and places change and the links between people and environments. **Topic 1**  
 Formally presents findings with some consideration to what they would do differently next time. **Topic 2**  
*Hot Tasks: Written format—Topic 1 / Publish map & findings—Topic 2 / Diary Entry—Topic 3*

### Year 5

Demonstrate understanding of how and why some features or places are similar or different and how and why they change. **Topic 1**  
 Formally presents findings with some consideration to what they could do next time/ whole class discussion on whether their evidence and method of collection was reliable. **Topic 3**  
*Hot Tasks: Present in written format—Topic 1 & 2 / Present & publish using fieldwork results—Topic 3*

### Year 6

Explains some links and interactions between people, places and environments. **Topic 1**  
 Formally presents their findings with consideration to what they could do next time and whether their evidence and method of collection was reliable. **Topic 3**  
*Hot Tasks: Debate—Topic 1 / Written Format—Topic 2 / Written Proposal—Topic 3*

# Geography Mapping Skills Progression

## Direction/Location

### EYFS

Bee bot—forward, backwards, turn.  
Daily directions during carpet time to move around the classroom .

### Year 1

Follow directions (up, down, left, right, forwards, backwards) to move around the school. **Topic 1**

## Drawing Maps

### Nursery:

Drawing pictures of places from stories. (Reception: RE topic—special places drawings. )

### Reception

Draw a bear hunt map—Topic Journeys.  
Simple symbols on maps to show features and journeys.

### Year 1

Draw picture maps of imaginary places and from stories. **Topic 1**  
Draw places they know are close to each other to form a basic map. **Topic 1**

## Representation

### EYFS

Use objects and craft to create 3D model map of EYFS area/ story route.  
Creating own symbols on drawings of maps and places.

### Year 1

Use own symbols on a basic map. **Topic 1**

## Using Maps

### EYFS

Using stories to create maps, physically following the route from the story in the outside area.  
Look at school on Google Earth . Identify landmarks (road, school building, climbing frame, Reception garden)  
- Blast off topic

### Year 1

Use a simple picture map to move around the school. Recognise that a map is about a place. **Topic 1**

## Scale/ Distance

### EYFS

Begin to use relative vocabulary, e.g. bigger/smaller, like/dislike.

### Year 1

Use relative vocabulary, e.g. bigger/smaller, like/dislike. **Topic 1**

# Geography Mapping Skills Progression

## Direction/Location

## Drawing Maps

## Representation

## Using Maps

## Scale/ Distance

### Year 2

Follow directions (near, far, left, right, forwards, backwards) . **Topic 2**  
Use simple compass directions including NSEW to describe the location and features of routes on a map, focusing on the route from home to school. **Topic 2**

### Year 2

Draw map of a real place, including appropriate pictures to represent features (school). **Topic 2**

### Year 2

Use class agreed symbols to make a simple key (school). **Topic 2**  
Begin to understand the need for a key (school). **Topic 2**

### Year 2

Follow a route on a map. **Topic 2**  
Use an areal view. **Topic 2**  
Use an infant atlas to locate places. **Topic 3**

### Year 2

Begin to spatially match places, e.g. recognise the UK on a small scale and larger scale map. **Topic 3**

### Year 3

Use 4 compass points to follow/give directions. **Topic 3**  
Use letter/no. co-ordinates to locate features on a map. **Topic 3**

### Year 3

Make a map of a real location or short route experiences that includes a range of human and physical features. **Topic 3**  
Try to make a simple scale drawing. **Topic 3**

### Year 3

Use standard symbols and a key. **Topic 3**  
Know why a key is needed. **Topic 3**

### Year 3

Locate places on larger scale maps, (map of Europe). **Topic 1 and Topic 4**  
Follow a route on a map with some accuracy, (e.g. whilst orienteering). **Topic 3**

### Year 3

Begin to match boundaries, e.g. find the same boundary of a country on different scale maps. **Topic 1**

### Year 4

Use 4 compass points well. **Topic 2**  
Begin to use 8 compass points. **Topic 2**  
Use letter/no. co-ordinates to locate features on a map confidently. **Topic 2**

### Year 4

Make a map of a short route experiences that includes a range of human and physical features. **Topic 2**  
Draw a map based on a fieldwork sketch with symbols and a key. **Topic 2**  
Make a simple scale drawing. **Topic 2**

### Year 4

Begin to recognise basic symbols on an OS map. **Topic 2**  
To understand and express why a key is needed. **Topic 2**

### Year 4

Locate places on larger scale maps (e.g. Find UK or India on a globe). **Topic 1, and 3**  
Follow a route on a large scale map. **Topic 2**

### Year 4

To match boundaries, e.g. find the same boundary of a country on different scale maps. **Topic 1 and 3**  
Begin to recognise the difference between large and small scale maps. **Topic 2**



# Geography Mapping Skills Progression

## Direction/Location

### Year 5

Use 8 compass points. **Topic 3**  
Begin to use 4 figure co-ordinates grid to locate features on a map. **Topic 3**

### Year 6

Use 8 compass points confidently and accurately. Use 6 figure co-ordinates confidently to locate features on a map; use latitude and longitude on atlas maps. **Topic 3**

## Drawing Maps

### Year 5

Begin to draw a variety of thematic maps based on their own data. Draw a map with positioning of key features located accurately in relation to one another and use OS symbols. **Topic 3**

### Year 6

Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity showing appropriate distance between places or features based on given scale. **Topic 3**

## Representation

### Year 5

Recognise and use most OS symbols on a map. **Topic 3**  
Can explain why a key is needed. **Topic 3**

### Year 6

Recognise and use most OS symbols on a map. With confidence. **Topic 3**  
Use atlas symbols. **Topic 1, 2, and 4**

## Using Maps

### Year 5

Compare maps with aerial photographs. Select a map for a specific purpose, (Ppck atlas to find Taiwan, OS map to find local village). **Topic 3**  
Begin to use atlases to find out about other features of places (e.g. find wettest part of the world). **Topic 1 and 2**

### Year 6

Follow a short route on an OS map. Describe features shown on OS map. **Topic 3**  
Locate places on a world map. Use atlases to find out about other features of places (e.g. mountain regions, weather patterns). **Topic 1 and 2**

## Scale/ Distance

### Year 5

Measures straight line distance on a plan. **Topic 3**  
Find/ recognises places on maps of different scales. **Topic 3**  
To understand and identify the difference between large and small scale maps. **Topic 3**

### Year 6

Begin to understand that scales use a set of numbers that can be used to compare distances.  
Uses a scale to measure distances. **Topic 1 (link to trade routes)**  
Draw/ uses maps and plans at a range of different scales. **Topic 1 and 3**

# Geography Knowledge and Enrichment Progression

## Local Area studies

School based—Local area walk around school **Topic 1**

Observations of local area—Local Area walk— **Topic 2**

Observations & recording Land use in local area - **Topic 3**

River study fieldwork to the River Wey.—**Topic 2**

Unit covering all map skills and within local area.— **Topic 3**

Collecting local data and information for fieldwork purposes.—**Topic 3.**

## Continents & Countries

Europe—England, Scotland, Wales, Northern Ireland. **Topic 3**

Europe—England, Scotland, Wales, Northern Ireland. Africa—South Africa. Antarctica.

Europe—England, Scotland, Wales, Northern Ireland. South America—Peru, Brazil, Argentina, Chile, Ecuador, Venezuela, Bolivia, Columbia, Guyana, Paraguay, Suriname, Uruguay Australia Asia—India, Russia

Europe—England, Scotland, Wales, Northern Ireland, Iceland, Italy, France, Switzerland, Monaco, Liechtenstein, Austria, Germany and Slovenia. Asia—Japan.

Europe—England, Scotland, Wales, Northern Ireland, Central Europe: Hungary, Southern Europe: Spain & Greece, Western Europe: Netherlands, Eastern Europe: Russia, Northern Europe: Denmark and Norway North America USA and Canada

Europe—England, Scotland, Wales, Northern Ireland, Ireland Germany, France, Italy, Ukraine North America—United States. Africa—Egypt. South America—Venezuela Asia—Saudi Arabia, Russia, China

## Additional Enrichment

Traffic count of local area.—**Topic 1**

Weather Station - **Topic 1**  
Model Volcanoes—**Topic 3**

Compass treasure hunt around school with Year 5.— **Topic 3.** Visitor from local councillor.—**Topic 3.** Present PPT to Year 5.—**Topic 4**

Japan Day—Plan a separate day to celebrate and learn more about Japan.—**Topic 3**  
Painshill Trip - **Topic 2**

Nower Wood Trip  
USA day— Plan a separate day to celebrate and learn more about the USA.—**Topic 2.** Compass treasure hunt with Year 3.—**Topic 3**

Invite guest for debate.—**Topic 1**  
Fieldwork within local Area.- **Topic 3.**