

## Geography Knowledge and Skills Progression

Year	National Curriculum	Topic & Trips	Knowledge	Skills	Vocabulary
EYFS	<p><b><u>Understanding the World:</u></b> People, Culture and Communities</p> <p>The Natural World</p>	<p>All About Me Our School Our Planet Nature Wild Area Forest School</p> <p><i>(In addition to ongoing contextual references)</i></p>	<p>To know that some environments are different to the one in which they live.</p> <p>To know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>To know some important processes and changes in the natural world around them, including the seasons.</p>	<p>To be able to describe their immediate environment using observation, discussion, stories, non-fiction texts and maps.</p> <p>To be able to explain 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> <p>To be able to draw information from a simple map.</p>	<p>Earth, space, world, environment, map, continents, countries, cities, towns, villages, United Kingdom, seasons, weather.</p>
Year 1 Autumn 2	Geographical Skills & Fieldwork	<p>What is it like here?</p> <p><i>School grounds (Using maps to follow simple routes around the school grounds and carrying out an enquiry about how to improve their playground.)</i></p>	<p>To know that an aerial photograph is a photograph taken from the air above.</p> <p>To know that atlases give information about the world and that a map tells us information about a place.</p> <p>To know the human and physical features of the school and surrounding environment.</p>	<p>To be able to recognise some human and physical features in their school and its grounds.</p> <p>To use an atlas to locate the UK.</p> <p>To use directional language to describe features and routes on a map in relation to other features (real or imaginary).</p> <p>To recognise local landmarks and basic human and physical features on aerial photographs.</p> <p>To use plan perspectives.</p> <p>To draw freehand maps (of real or imaginary places) using simple pictures or symbols, including a map of the school, its grounds and local area.</p>	<p>aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village, farm</p>

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<p><b>Year 1</b> Spring 2</p>	<p>Human &amp; Physical Geography Geographical Skills &amp; Fieldwork Location Knowledge</p>	<p>What is the weather like in the UK?  <i>School grounds (Considering how we change our behaviour in response to different weather and keeping a weather diary or record.)</i></p>	<p>To know the name of 2 continents (Europe and Asia).  To name the 4 countries of the UK and their capitals.  To identify the characteristics of the 4 countries and capital cities of the UK.  To know the 4 seasons of the UK.  To know the daily weather patterns in the UK.</p>	<p>To locate Europe and the 4 countries of the UK.  To begin to locate the capital cities of the 4 countries of the UK.  To use the compass points (N, S, E, W) to describe the location of features on a map.  To locate local landmarks on aerial photographs.</p>	<p>atlas, capital city, climate, compass, continent, country, direction, east, land locate, location, map, north, rain gauge, season, south, temperature, thermometer, weather, weather vane, west</p>
<p><b>Year 1</b> Summ 2</p>	<p>Location Knowledge Human &amp; Physical Geography Geographical Skills &amp; Fieldwork</p>	<p>What is it like to live by the coast?  <i>Oxford (tally chart of use)</i></p>	<p>To name the 5 oceans.  To know that there are 4 seas (bodies of water) surrounding the UK and to be able to name them.  To know that coasts (and other physical features) change over time.  To know some key physical and human features of the UK.</p>	<p>To locate the 4 seas surrounding the UK and the 5 oceans on an atlas.  To locate the capital cities of the 4 countries of the UK.  To describe the key physical features of a coast and how it changes over time using subject-specific vocabulary.  To understand the differences between a city, town and village.</p>	<p>arch, aquarium bay, capital city, city, cliff, beach, coast, coastline, country, data collection, fieldwork, island, harbour, mudflat, soil, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist, town, village</p>
<p><b>Year 2</b> Autumn 2</p>	<p>Human &amp; Physical Geography Geographical Skills &amp; Fieldwork Place Knowledge</p>	<p>Would you prefer to live in a hot or cold place?</p>	<p>To name the 7 continents.  To know that the Equator is an imaginary line around the middle of the Earth and because it is the widest part of the Earth, the Equator is</p>	<p>To locate the world's 7 continents on a globe.  To locate the Equator and North and South Poles on a world map.</p>	<p>arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet.</p>

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	Location Knowledge	<i>School grounds (Comparing weather and climate in the North and South Poles, Kenya and the local area by measuring and recording.)</i>	<p>much closer to the sun than the North and South poles.</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p>	<p>To understand key geographical similarities and differences through studying the climate zones - divisions of the Earth's climates according to average temperatures and average rainfall (Polar, Temperate, Arid, Tropical, Mediterranean, Mountains).</p> <p>To understand geographical similarities and differences through studying the human and physical geography of the UK and Kenya.</p>	land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, forest rural, savannah, sea, temperate, temperature, thermometer, tropical, urban, vegetation, weather
Year 2 Spring 2	Location knowledge Human & Physical Geography Geographical Skills & Fieldwork	<p>Why is our world wonderful?</p> <p><i>School grounds (Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.)</i></p>	<p>To know the 4 capital cities of the UK and understand that a capital city is the city where a country's government is located.</p> <p>To know some key physical and human features of the UK (see vocabulary list).</p> <p>To know that maps are a flattened globe and need a title, purpose and key to explain what the symbols and colours represent.</p> <p>To know that a tally chart is a way of collecting data quickly.</p>	<p>To locate the capital cities of the 4 countries of the UK on a map.</p> <p>To Identify the characteristics (both human and physical) of the four capital cities of the UK.</p> <p>To use an aerial photograph to draw a map and use class agreed symbols to make a simple key.</p>	aerial photograph, continent, country, factory, farm, forest, house, office, shop, hill, mountain, valley, human feature, key, lake, land, map, North, South, East and West, physical feature, ocean, port, harbour, OS map, river, sample, sea
Year 2 Summ 2	Geographical Skills & Fieldwork Place Knowledge Location Knowledge	<p>What is it like to live in Shanghai? How does it compare to Long Crendon?</p>	<p>To know the name of the 2 continents (Europe and Asia).</p> <p>To know what human and physical features are.</p>	<p>To locate 2 of the world's 7 continents and the Atlantic Ocean and Pacific Ocean on a map. .</p> <p>To draw a simple sketch map of the school and local area.</p>	continent country different directional language e.g. near, far, next to, behind, etc. key

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		<i>School and Long Crendon - draw a map</i>		<p>To use locational and directional language, for example, near and far, left and right, to describe the location of features and routes on a map.</p> <p>To compare the human and physical features of Long Crendon and Shanghai.</p>	<p>human feature map</p> <p>physical feature</p> <p>similar symbol</p>
<p><b>Year 3</b></p> <p>Autumn 2</p>	<p>Location Knowledge</p> <p>Human &amp; Physical Geography</p> <p>Geographical Skills &amp; Fieldwork</p>	<p>Why do people live near volcanoes?</p> <p><i>School grounds (Observing and recording the location of rocks around the school grounds and discussing how they originated.)</i></p>	<p>To know some of the countries and cities in Europe and North and South America.</p> <p>To know the names of some of the world's most significant mountain ranges.</p> <p>To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</p> <p>To know the different types of mountains and volcanoes and how they are formed.</p>	<p>To use a world map to locate countries in Europe (eight Alpine countries (from west to east): Monaco, France, Switzerland, Italy, Liechtenstein, Germany, Austria and Slovenia). Alps in Europe.</p> <p>To locate European cities.</p> <p>To use an atlas to locate the following volcano in Europe: Mount Etna (Sicily, Italy).</p> <p>To locate the following mountain ranges on the countries of North and South America: the Andes in South America, the Rockies in North America.</p>	<p>active volcano, climate change, crust, dormant volcano, earthquake, epicentre, extinct volcano, inner core, outer core, magma, plate boundary tectonic plate tsunami</p>
<p><b>Year 3</b></p> <p>Spring 2</p>	<p>Geographical Skills &amp; Fieldwork</p> <p>Place Knowledge</p> <p>Locational Knowledge</p> <p>Human &amp; Physical Geography</p>	<p>Who lives in Antarctica?</p> <p><i>School grounds (map and follow a simple route inspired by Shackleton's expedition.)</i></p>	<p>To know the position and the significance of the lines of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>To know the position and significance of the lines of the Arctic and Antarctic circle and the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</p>	<p>To identify the position of the Northern and Southern Hemispheres.</p> <p>To be able to locate the Equator and lines of latitude and longitude including the Tropics of Cancer and Capricorn.</p> <p>To be able to locate the position of the Arctic and Antarctic Circle.</p>	<p>compass points, direction, drifting ice, hemisphere, iceberg, lines of latitude, lines of longitude, treaty, fieldwork, north (N), east (E), south (S), west (W), northeast (NE), southeast (SE),</p>

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				To be able to use digital mapping on Google Earth to locate Antarctica.	southwest (SW), and northwest (NW).
<b>Year 3</b> Summ 2	Location Knowledge Human & Physical Geography Geographical Skills & Fieldwork	Are all settlements the same?  <i>Aylesbury (Mapping and discussing why physical and human features are in particular locations.)</i>	To begin to name the 12 geographical regions of the UK (London, North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and South West).  To know the name of some counties in the UK (local to our school).  To know the name of some cities in the UK (local to our school).  To know the different types of settlement (hamlet, village, town, city).	To identify the human and physical characteristics of the 12 geographical regions of the UK, including their key topographical features (including hills, mountains, coasts and rivers and land use patterns).  To understand how some of the above aspects have changed over time.  To locate the counties and cities of the UK.  To use 4-figure and 6-figure grid references, symbols and key on an OS Map to compare the land use in New Delhi and Aylesbury (town).	agricultural land, county, dispersed. land use, nucleated, place of worship, rural, urban, region, settlement, transportation
<b>Year 4</b> Autumn 2	Place Knowledge Human & Physical Geography Locational Knowledge Geographical Skills & Fieldwork	Why are rainforests important to us?  <i>Local woodland or park (Collecting data to understand how local woodland is used.)</i>	To know some countries and major cities in Europe and North and South America.  To know the names of some of the world's most significant rivers.  To know the position and significance of the Tropics of Cancer and Capricorn.	To be able to locate the world's countries using maps to focus North and South America.  To describe and understand key aspects of physical geography, including biomes - a very large community of plants and animals living together in a certain kind of climate: (boreal/taiga, rainforest, grassland, desert, temperate/deciduous, savannah, tundra and ice).  To understand geographical similarities and difference through the study of the human and physical geography of the Amazon Rainforest (South America) and our local woodland.	analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent, enquiry, Equator, Tropic of Capricorn, Tropic of Cancer, understory layer, vegetation
<b>Year 4</b> Spring 2	Human & Physical Geography	Where does our food come from?	To name some of the world's countries using an atlas.	To locate countries on a blank world map using an atlas.	qualitative quantitative reliability

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	Geographical Skills & Fieldwork	<i>School grounds (interview to collect data on where school dinners are sourced.)</i>		<p>To describe and understand key aspects of physical geography, including climate zones - divisions of the Earth's climates into general climate zones according to average temperatures and average rainfall (Polar, Temperate, Arid, Tropical, Mediterranean, Mountains)</p> <p>To understand the distribution of natural resources including minerals and water</p>	<p>responsible trade sample size scale bar seasonal food source sustainability, trade, trend</p>
Year 4 Summ 2	Human & Physical Geography Locational Knowledge Geographical Skills & Fieldwork	<p>What are rivers and how are they used?</p> <p><i>Local river (Identifying and locating human and physical features of a local river on a map.)</i></p>	<p>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</p> <p>To begin to name the twelve geographical regions of the UK (London, North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and South West).</p> <p>To know the names of significant rivers in the UK, including the River Severn, River Wye and River Ouse.</p>	<p>To locate significant rivers in the UK including the River Severn, River Wye and River Ouse.</p> <p>To use 4 and 6 figure grid references.</p> <p>To use fieldwork to observe, measure, record and present the physical features in the local area.</p> <p>To describe and understand the key aspects of rivers.</p>	<p>condensation delta irrigation leisure meander oxbow lake percolation precipitation river mouth source transpiration tributary valley water cycle waterfall</p>
Year 5 Autumn 2	Place Knowledge Geographical Skills & Fieldwork	<p>What is life like in the Alps?</p> <p><i>Local area – focus on recreational land use</i></p>	<p>To know some countries in Europe, including Russia.</p> <p>To know some of the regions of the UK (London, North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and South West).</p>	<p>To use maps to locate countries in Europe, including Russia.</p> <p>To compare the human and physical geography of the Alps to the South East region of the UK.</p> <p>To use the 8 points of a compass and both 4 and 6 figure grid references on a local OS Map, as well as symbols.</p>	<p>atlas climate climate change coniferous trees data hemisphere human feature latitude leisure longitude method</p>

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				To compare the physical and human Geography of Innsbruck, Austria, Alps and Long Crendon.	
Year 5 Spring 2	Human & Physical Geography Geographical Skills & Fieldwork	Why do oceans matter?  <i>Local marine environment (beach, river, lake or pond) - litter pollution).</i>	To name the world's 7 continents and 5 oceans  To know the water cycle.	To describe and understand key aspects of human geography, including: economic activity including trade links.  To use Google Earth GIS to locate the Great Barrier Reef.  To describe and understand the water cycle.	GIS ecology ecosystem erosion geology habitat human footprint natural disaster ocean current
Year 5 Summ 2	Locational Knowledge Human & Physical Geography Geographical Skills & Fieldwork	Would you like to live in the desert?  <i>None</i>	To know what a vegetation belt is.  To know the world's 7 continents.	To identify the location of the Prime/Greenwich Meridian and time zones, (including day and night) - explaining their significance.  To use longitude and latitude when referencing location in an atlas or on a globe - explaining their significance.  To locate the world's countries, concentrating on their environmental regions in the form of vegetation belts - an area with distinct plant types, determined by climate, soil, drainage and elevation (desert, forest, grassland, ice sheet and tundra).  To be able to locate the Mojave Desert in California.	agriculture arid biome climate desert desertification drought flash flood renewable energy time zone tourist attraction vegetation belt weather
Year 6 Autumn 2	Human & Physical Geography Locational Knowledge	Why does population change?	To know the 7 continents.  To know the 5 oceans.	To identify the characteristics of the world's most significant human features - in terms of population variations and changes.	air pollution birth rate cartogram climate

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	Geographical Skills & Fieldwork	<p><i>Local urban area (how population impacts the amount of traffic and litter.)</i></p> <p><i>World Refugee Day Fri 20 Jun '25</i></p>	<p>To begin to name the 12 geographical regions of the UK (London, North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and South West).</p>	<p>To understand the interaction between human and physical processes, the use of landscapes and environments and how these are interdependent and bring about spatial variation and change over time, (including climate change).</p> <p>To use fieldwork to observe, measure, record and present using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>climate change conclusions death rate deforestation Likert scale migrants qualitative economic activity push and pull factors</p>
Year 6 Spring 2	Locational Knowledge Human & Physical Geography Geographical Skills & Fieldwork	<p>Where does our energy come from?</p> <p><i>School grounds (where to position a solar panel)</i></p>	<p>To know the position and the significance of the Prime/Greenwich Meridian and time zones</p> <p>To name many UK cities.</p>	<p>To locate the position of the Prime/Greenwich Meridian and time zones.</p> <p>To locate cities on a UK map.</p> <p>To describe and understand key aspects of economic activity, including trade links and the distribution of natural resources including energy, both globally, and within Texas and within the Port of Blyth (Northumberland).</p> <p>To use 6 figure grid references to identify human and physical features on OS Maps.</p>	<p>energy source hydropower natural gas non-renewable nuclear power Prime Meridian renewable replenish sea level solar power time zone</p>
Year 6 Summ 2	Locational Knowledge Geographical Skills & Fieldwork	<p>Can I carry out an independent fieldwork enquiry?</p> <p><i>Local area (enquiry on a relevant local topic.)</i></p>	<p>To confidently name the 12 geographical regions of the UK (London, North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and South West).</p>	<p>To use the eight points of a compass, four and six-figure grid references, symbols and key on OS maps.</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, for example, sketch maps, plans and graphs, and digital technologies.</p>	<p>analyse, audience city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route,</p>

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