Geography Skills and Knowledge Progression

Substantive knowledge
Disciplinary knowledge

Early Years Foundation Stage			
People, cultures and communities			**Children at the expected level of development will:**
Stage One	**Stage Two**	**Stage Three**	
- Talks about the location of familiar places Including some places of local interest e.g. library, All Saints Church, shops.  - Can talk about prominent geographical features in their local area e.g. the hill behind the school, the stream at the bottom of the hill.  - Gives details about where they live e.g. town, street name.  - Can identify celebrations that take part in our local community.  - Can draw a simple map of your journey to school and local area.  - Explore the local area through maps, globes and atlases.  - Show increased interest in the lives of people who are familiar to them 	- Able to point out landmarks whilst on a walk in their local area e.g. library, All Saints Church, shops.  - Can interpret and draw a simple map of the classroom/school, indicating different interest areas e.g. library, All Saints Church, shops, stream and types of homes.  - Build vocabulary relating to spatial description: below, above, next to, surrounded by etc  - Understand that maps use pictures and symbols to show real places and paths.  - Recognise that people have different beliefs and celebrate special times in different ways.  - Show an interest in different occupations and ways of life.  - Name and describe people who are familiar to them in the local community .	- Uses some specific geographical vocabulary to describe different locations using observations, discussions, stories, non-fiction texts and maps.  - Can see where the UK is in the world in relation to others.  - Can talk about some similarities and differences in countries around the world.  - Can recall the feature of a hot and cold place.  - - Can use a map/ atlas or glob to local different places.  - - Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories,	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

- Understand that not all people celebrate the same things as them  - Have an understanding about why certain events are being celebrated.  - Talk about people that are helpful to them both from within their family and outside their family e.g. doctors, firefighters, nurses, dentists and vets.  -	 - Recognise some similarities and differences between this country and life in other countries. 	discussions, non-fiction texts and- where appropriate- maps. 	
Key Knowledge: - *Knows what a celebration is and recall different celebrations e.g. Diwali, Christmas, Birthdays, Advent, Holi and Chinese New Year.* - *Can begin to compare celebrations* - *Recall and sequence the story of Rama and Sita in relation to the festival of Diwali* - *Pupils to share who is in their families and celebrate how they are all different* - *Recognise what features make up the local community (houses, high street, road)* - *Use a map to create well known routes* - *Can recall that their school is in Snodland* - *Can name the key features of a school (including classroom/ library/ playground/ hall).*	***Key Knowledge:*** - *Derive information from a simple map.* - *Use a simple plan map of the school grounds to find and / or mark in features.* - *Follow a simple route at a local scale, using familiar landmarks.* - *Draw and create simple maps from memory about features and a familiar environment e.g. home, the school grounds.* - *Begin to use simple symbols on maps to show features and journeys.* - *Can recall that they live in Snodland which is in Kent which is in the England and in the United Kingdom.*	***Key Knowledge:*** - *Use more complex directional language and confident using right' and 'left'.* - *Can name a range of transport and consider their suitability for use on different journeys.* - *Use a simple map, with support, locate hot and cold locations* - *Know some similarities and differences between different religious and cultural communities in this country and life in other countries, drawing on their experiences, what has been read in class and -when appropriate- maps.*	**Key Vocabulary:** Celebrations, map, street, building, house, flat, high street, car, train, bus, above, address, atlas, beside, edge, far, globe, Snodland, in front of, left, near, next to, right, under, busy, cold, dirty, hot, muddy, noisy pretty, quiet, safe, ugly, wet windy, England, Kent, United Kingdom Beach, city, hill house, mountain ,park, sea school street town ,village, woods, country, transport, North and South Pole, plane, ferry, train, car, taxi, walking, cycling, hot, cold, equator.

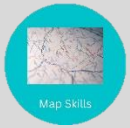
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry Questions	Fieldwork – Exploring the school grounds - How can the school grounds be improved? Continent Case Study: Africa- How is life in Kenya different to life in the UK?	Fieldwork – Local area case study- How can the high street in Snodland be improved? Continent case study: South America-What is life like in Brazil compared to where I live?	Fieldwork – Local area case study- Why was the River Medway important to the development of Snodland as a town? Continent case study: Australia- How is the Gold Coast geographically similar or different to Minster Leas?	Fieldwork – City comparison- What challenges do people face living in Canterbury? European Case Study- How is Athens Geographically similar or different to London? Continent case study: North America- What challenges do people face living in Los Angeles?	Fieldwork – Map skills- What evidence is there to suggest that the local area is part of a temperate deciduous forest? World Trade Case Study- How do biomes influence trade? Continent case study: Antarctica- What challenges do the Polar Regions face?	Fieldwork – Changes over time- How has land use in Snodland changed and why has this happened? Continent case study: Asia- What challenges do people in Hong Kong face?

Location 	<u>UK Place Knowledge</u> Name the four countries in the United Kingdom and locate them on a map, in an atlas and on a globe. Name and locate the four main seas (Atlantic Ocean, English Channel, North and Irish Sea) that surround the United Kingdom. Know the differences between city, town and village. Know where they live (Snodland is in Kent which is in England) and can tell someone their address. <u>Continent case study: Africa</u> Locate Kenya (and Nairobi) on a world map and on a map of Africa.	<u>UK Place Knowledge</u> Identify where Snodland is on a map of England/Kent. Name, locate and identify the characteristics of the four countries and capital cities of the UK. <u>Continent case study: South America</u> Name and locate the world's seven continents and five oceans Locate Brazil and the Amazon Rainforest on a world map and on a map of South America.	<u>UK Place Knowledge</u> Name and locate at least six cities (Manchester, Birmingham, York, Southampton, Canterbury, Bath) in the UK on a map. Name and locate some of the main islands (Isle of Wight, Channel Islands, Isle of Man, Scilly Islands) that surround the UK. Locate the River Medway on a variety of maps. Know the difference between the British Isles, Great Britain and the UK. <u>Continent case study: Australia</u> Identify the southern and northern hemisphere on a map and globe. Locate Australia and its capital city on a world map.	<u>Europe Place Knowledge</u> Name and locate a number of countries in the northern hemisphere (France, Spain, Germany, Greece, Italy, China, USA, Russia). Name the capital cities of at least six European countries (France, Germany, Italy, Spain, Ireland, Greece). <u>Continent case study: North America</u> Use a world map to locate Tropics of Cancer and Capricorn. Name and locate some states on the west coast of America (Washington, Oregon, California).	<u>World Trade case study</u> Identify biomes on a world map and globe and the key countries that are within those biomes. Use a world map to identify the distribution of natural resources across the world focusing on energy, food, water and minerals. <u>Continent case study: Antarctica</u> Identify the position and of latitude, longitude, Equator, Northern Southern Hemisphere, the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle and their significance to each other.	<u>Continent case study: Asia</u> Locate Hong Kong on a map of Asia. Use maps of London and Hong Kong to compare land use across both cities Explain how Greenwich mean time works and know how to calculate time differences around the world, including in Hong Kong Children at the expected level of development will: Develop a secure sense of place within locality and be able to extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, North and South America. Children will be able to then apply this knowledge to enhance their locational and place knowledge.
Physical and human features  	<u>Fieldwork – Exploring the school grounds</u> Identify within the school grounds and the immediate surrounding area, through fieldwork and the use of aerial photographs, where they live, the school, the car park, Forest School and different types of buildings around the school site. <u>Continent case study: Africa</u>	<u>Fieldwork – Local area case study</u> Identify the human and physical features of Snodland including: types of building within the local area, The River Medway, The Highstreet, the churches, offices, schools and open spaces. <u>Continent case study: South America</u>	<u>Fieldwork – River Study of the River Medway</u> Understand the importance of rivers and ports and the role they play in distributing goods around the world and why most cities are located near a river. <u>Continent case study: Australia</u> Understand the geographical similarities and differences through the study of human and physical geography of The	<u>Europe Place Knowledge</u> Understand the geographical similarities and differences through the study of human and physical geography of Athens in Europe compared with London. Considering population, topography, trade and tourism. <u>Continent case study: North America</u> Understand the geographical similarities and differences	<u>Continent case study: Antarctica</u> Understand the geographical similarities and differences through the study of human and physical geography of The Polar Regions. Focus on the challenges that these features pose to people and animals living in these regions, focusing on conflicts of interest regarding land use, trade, vegetation belts, impact	<u>Continent case study: Asia</u> Identify key physical and human features of Hong Kong, focusing on the environmental and human challenges that this city faces. Compare with London, focusing on migration, the impact of Climate Change, topography of the area, land use and the issues of overpopulation. 

	Identify similarities and differences between different locations through the context of a child living in Kenya. 	Use geographical vocabulary to describe and compare the UK and Brazil with reference to the Amazon Rainforest including: types of buildings, rivers, topography, climate and daily life. 	Gold Coast in Australia and compare to a coastal region within the UK (Minster Leas). Focus on tourism, rivers, vegetation and land use and review the impact of Climate Change on both of these areas. 	through the study of human and physical geography of California (Los Angeles) in North America compared with UK (Canterbury) focusing on tectonics, climate, population and tourism. Focus on the impact of tourism, natural disasters within California and the responses to this. 	of tourism and Climate Change (considering governments responses to this at a local, national and global level). 	Children at the expected level of development will: Through the development of their contextual knowledge of the location of globally significant places, they will be able to identify physical and human features and define these to suggest how these provide a geographical context for understanding the actions of geographical processes.
Physical Feature Key vocabulary	beach, coast, forest, hill, sea, ocean, river, soil, vegetation, country, island and equator	continent, temperature, Poles and rainforest	Northern and Southern hemisphere	volcano, mountain, tectonic plates, ring of fire, fold mountain, crust, outer and inner core and mantle, Tropics of Cancer and Capricorn	raw materials, flora, fauna, vegetation belt, latitude, longitude, Tundra, Taiga, temperature, Deciduous Forest, Savannah, Tropical Rainforest, Deciduous Forest, Temperate Grassland, Desert, biodiversity and natural resources	topography, mountainous,
Human features key vocabulary	city, town, village, factory, farm, house, and shop.	detached house, office, flat, terrace house, church, school, key, population, land use, capital city, favela, tribe, rural and urban.	port, reef, land use		fossil fuel, settlement	port, harbour, quay, territory, trawlers, life expectancy, migration, immigration, migrant.
Physical and human processes 	<u>Continent case study: Africa</u> Know the features of hot and cold places in the world. Know which is the hottest and coldest season in the UK and compare to Kenya. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles (linked to Nairobi) Identify the reasons for migration from a rural region in Kenya to a larger city such as Nairobi. Understand the conservation projects that are taking place to protect African elephants, considering illegal poaching. (Link to WWF charity work.)	<u>Continent case study: South America</u> Through the study of two contrasting locations in Brazil, understand why people may choose to live in the city and identify the differences in daily life and the possible challenges associated with this. Understand the impact of deforestation on the local environment and its inhabitants. 	<u>Fieldwork – River Study of the River Medway</u> Understand the formation of a river and can describe the process using specific terminology including: tributary, basin, meander, erosion, mouth, downstream, bank, upstream, oxbow lake, delta, floodplain and valley. Explain the water cycle using specific vocabulary including condensation, evaporation and precipitation and relate this to weather patterns Understand the impact that flooding can have on the local area. 	<u>Continent case study: North America</u> Name, locate and know about some of the world's most famous volcanoes (Fuji, Etna, Krakatoa, Vesuvius). Understand how volcanoes, mountains and earthquakes are formed and explain the impact that volcanoes, mountains and earthquakes have on the local area Understand the impact of climate change on the local area (focus on California). Understand the impact that endangered animals can have on tourism and the wider environment, recognising	<u>World Trade case study</u> Understand why trade happens between different countries based on the distribution of natural resources, recognising the benefits of Fairtrade <u>Continent case study: Antarctica</u> Understand the impact climate change has on the physical and human features of Antarctica. Explain how Antarctica is being used for commercial profit and the impact of this. Explain the significance of the Antarctica Treaty. 	<u>Fieldwork – Changes over time</u> Understand the changes that have happened in Snodland and the significance of historical events on local land use patterns. Know the areas of origin of the main ethnic groups in the UK and in our school.  <u>Continent case study: Asia</u> Understand why people migrate to Hong Kong and the environmental and human challenges this might pose, considering fishing trawlers, extreme rainfall, pollution and litter, temperature and waste management and how the

	Understand the conservation projects that are taking place in Gambia linking to recycling. 		<u>Continent case study: Australia</u> Understand the environmental and human impact of tourism and pollution on the Coral Reef, recognising conflicts of interest. 	conflicts of interest and economic growth. 		Government prioritise the most serious challenges  Children at the expected level of development: Understand the processes that give rise to the key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variations and changes over time.
Physical Processes key vocabulary	season, weather.	Climate	flooding, tributary, basin, meander, erosion, mouth, downstream, bank, upstream, oxbow lake, delta, floodplain, valley, condensation, evaporation and precipitation	droughts, earthquakes, lava, magma, forest fires	distribution, ecosystem, vegetation belt	landslides
Human processes key vocabulary		deforestation, border, pollution	Tourism, climate change, international, conservation, sustainability and dredging	poverty, ethnically diverse	trade, globalisation, fair trade, supply chains, overfishing, treaty, greenhouse effect, import, export,	social, economic, environmental

Fieldwork  	<u>Fieldwork – Exploring the school grounds - How can the school grounds be improved?</u> Use simple fieldwork and observational skills to study the geography of their school and its grounds. Fieldwork techniques: • using a questionnaire to find out the most popular options for improving playtimes • collecting and sorting natural objects to investigate their properties • using a simple recording technique to express their feelings about specific places • explaining why they like/dislike some of its features.	<u>Fieldwork – Local area case study- How can the high street in Snodland be improved?</u> Use fieldwork and observational skills to study the key human and physical features of the school's surrounding areas. Fieldwork techniques: • taking digital photographs of buildings in the locality, things seen on their journey • interviewing someone about their job on the high street • create a pictograms of rubbish observed in the local area • Use simple compass directions as well as directional vocabulary (near, far, left, right) to navigate themselves around the local area or explain where a location is. • using a simple recording technique to express their feelings about specific places • explaining why they like/dislike some of its features.	<u>Fieldwork – Local area case study- Why was the River Medway important to the development of Snodland as a town?</u> Use fieldwork to understand the changes that have happened in Snodland and the significance of historical events on local land use patterns. Fieldwork techniques: • Land use survey of what to understand what land use is currently • Study photos and aerial maps to understand how land use has changed over time • Interview someone who remembers Snodland in the past • Fieldwork sketches • Use vertical bar graphs to present data collected <u>Fieldwork – coastal comparison - How is the Gold Coast geographically similar or different to Minster Leas?</u> Use fieldwork to understand the geographical similarities and differences between this Minster Leas and the Gold Coast with a focus on why people visit these coasts. Fieldwork techniques: • Land use survey for surrounding area • Population count within five-minute intervals • Quadrant survey to study biodiversity at the beach • Rubbish collection • Fieldwork sketches • Use vertical bar graphs to present data collected	<u>Fieldwork – City comparison- What challenges do people face living in Canterbury?</u> Use fieldwork to understand the differences in challenges associated between two contrasting cities (Canterbury and Los Angeles). Fieldwork techniques: • Field sketches • Study photos and aerial maps • Land use survey • Population count • Traffic count • Use horizontal bar graphs to present data collection	<u>Fieldwork – Map skills- What evidence is there to suggest that the local area is part of a temperate deciduous forest?</u> Use fieldwork to observe, measure and record the human and physical features in the local area to support their hypothesis as to whether the local area is part of a temperate deciduous forest Fieldwork techniques: • Measurement of climate over a period of time using a thermometer • Quadrants survey to collect data on flora and fauna within an area • Analysis of secondary information such as maps, climate charts, information on tree types in the local area to help support primary data collected within fieldwork	<u>Fieldwork – Changes over time- How has land use in Snodland changed and why has this happened?</u> Use primary data through fieldwork and secondary information including children's work within Year Three to develop their understanding of why land use has changed in Snodland and the reasons for these changes and use this information to predict what Snodland will look like in ten years time. Fieldwork techniques: Analyse maps, aerial photos to help deduce land use in Snodland in the past and present. Complete a land use survey within key locations across the town of Snodland Use maps and photos past and present of Snodland to compare how land use has changed over time Use recounts and information gained from a historical tour of Snodland to suggest reasons for land use changes and changes in population within the town Use line graphs to present primary data collected Children at the expected level of development will: Be competent in the geographical skills needed to: - collect, analyse and communicate with a range of data gathered

						through experiences of fieldwork that deepen their understanding of geographical processes - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
Map Skills  	Use maps to talk about everyday life for example, where they live, journey to school, where places are in a locality.	Understand how scales differ by location.	use atlases, maps and globes. use large scale maps outside. use maps at more than one scale. make and use simple route maps. locate photos of features on maps. use oblique and aerial views. recognise some patterns on maps and begin to explain what they show.	use oblique and aerial views. recognise some patterns on maps and begin to explain what they show. recognise that contours show height and slope. can explain what places are like using maps at a local scale.	Follow routes on maps saying what is seen. use index and contents page of atlas know that purpose, scale, symbols and style are related. appreciate different map projections. follow a route on 1:50 000 Ordnance Survey map; I can describe and interpret relief features.	Use four and six figure grid references on an OS Map to locate significant places within the local area Draw a variety of thematic maps based on data. Use maps at different scales to illustrate a story or issue and use maps to research factual information about locations and features Use digital mapping to support fieldwork interpret distribution maps and use thematic maps for information relate maps to each other and to vertical aerial photographs.
	<u>Position and orientation</u> Use the four main directions on a compass to describe the location of places and routes on a map	<u>Position and orientation</u> Use simple compass directions as well as directional vocabulary (near, far, left, right) to navigate themselves around	<u>Position and orientation</u> use simple grids.	<u>Position and orientation</u> Use 4 grid references to locate areas. use 4- figure coordinates to locate features.	<u>Position and orientation</u> Use an 8-point compass to help navigate in an unknown location	<u>Position and orientation</u> use 4 and 6- figure coordinates to locate features.

		the local area or explain where a location is.		know that 6 figure Grid References can help you find a place more accurately than 4-figure coordinates.		give directions and instructions to 8 cardinal points.
	Drawing Devise own map of classroom and school grounds Use symbols on maps (own and class agreed symbols) and know that symbols mean something on maps. Can recognise that maps need a title and use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.	Drawing Can draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.	Drawing Draw a map of area studied area using a scale and simple key. make a map of a short route with features in correct order. make a map of small area with features in correct places.	Drawing Draw of a map of studied area using standard symbols and be able to recognise OS symbols including viewpoint, castle nature reserve and parking as well of those learnt in the previous year	Drawing make sketch maps of an area using symbols and key. make a plan for example, garden, play park; with scale. design maps from descriptions.	Drawing draw thematic maps for example, local open spaces. draw scale plans.
	Symbols Know that symbols mean something on maps and use these to recognise some features on maps such as buildings, roads and fields. Can recognise simple features on maps such as buildings, roads and fields.	Symbols Find a given Ordnance Survey symbol on a map with support and beginning to realise why maps need a key.	Symbols Be able to recognise the symbols on an OS map of a main road, footpath, school, place of worship, bus station and a railway station. use some Ordnance Survey style symbols.	Symbols use plan views regularly. give maps a key with standard symbols	Symbols use agreed and Ordnance Survey symbols. know 1:50.000 symbols and atlas symbols	Symbols appreciate maps cannot show everything. use standard symbols
	Perspective and scale look down on objects and make a plan for example, on desk, high window to playground. use large scale, vertical aerial photographs.	Perspective and scale Draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on) know that when you 'zoom in' you see a smaller area in more detail. Understand how scales differ locationally	Perspective and scale can use maps and aerial views to help me talk about for example, views from high places	Perspective and scale Know how to make a map of a short route with features in correct order and make a map of small area with features in correct places. Know how to use the scale bar to estimate distance and use the scale bar to calculate some distances.	Perspective and scale Use an OS map to plan a short route. Children plan their own route to a local viewpoint considering scales and the quickest route. Use a scale bar on all maps and compare map scales. Measure distances using maps and know 1:50.000 symbols and atlas symbols	Perspective and scale use a scale bar on all maps. read and compare map scales. use models and maps to talk about contours and slope..