

# The Nar Valley Federation of Church Academies: Geography Knowledge and Skills Progression



## Locational Knowledge

EYFS	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
<p><b>EYFS</b>  <b>Early Learning Goal: People, Culture &amp; Communities</b>                      Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;                      Explain 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.  <b>EYFS Understanding the World</b>  <b>Early Learning Goal: The Natural World</b>                      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</p>	<p>Name and locate the world's seven continents and five oceans                      Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>		<p>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                      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                      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)</p>			
	<p><b>Year 1</b>                      Pupils can name England's capital city and locate on a map.                      Pupils can recall the countries within the UK, recall the surrounding seas and locate the countries and seas on a map.</p>	<p><b>Year 3</b>                      Name and locate some countries and capital cities in North America                      Describe some key elements of the human and physical geography of North America.                      Identify.                      Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere,                      Locate the world's rainforests on a map and know their position in relation to the Equator and Tropics of Cancer and Capricorn.</p>	<p><b>Year 3</b>                      Name and locate some countries and capital cities in Europe including the location of Russia.                      Describe some key elements of the human and physical geography of Europe.                      Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,                      Arctic and Antarctic Circle                      Name some major UK and world mountains</p>	<p><b>Year 5</b>                      Name and locate the counties and cities of the United Kingdom                      Comment upon similarities and difference in human and physical geography when comparing countries.                      Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle                      Name major UK, European and world rivers</p>	<p><b>Year 5</b>                      Name and locate countries and capital cities in South America                      Comment upon similarities and difference in human and physical geography when comparing regions of South America with the UK.                      Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle                      Name major biomes of South America</p>	
	<p><b>Year 2</b>                      Name and locate the world's seven continents and five oceans                      Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas                      Comment upon about physical and human geographical similarities and differences between a small area of a</p>	<p><b>Year 4</b>                      Name and locate countries and capital cities in North America                      Describe key elements of the human and physical geography of North America.</p>	<p><b>Year 4</b>                      Name and locate some countries and capital cities in Europe including the location of Russia                      Describe key elements of the human and physical geography of Europe.</p>	<p><b>Year 6</b>                      Name and locate the counties and cities of the United Kingdom.                      Describe similarities and difference in human and physical geography when comparing countries.</p>	<p><b>Year 6</b>                      Name and locate countries and capital cities in South America                      Describe similarities and difference in human and physical geography when comparing South America</p>	

# The Nar Valley Federation of Church Academies: Geography Knowledge and Skills Progression



	<p>non- European country and the UK Recognise the position of the Northern and Southern Hemispheres in relation to the Equator. Locate the Arctic and Antarctic circles on maps and globes. Make simple comparisons between historical settlements and their own local area.</p>	<p>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere. Locate the world's rainforests on a map and know their position in relation to the Equator and Tropics of Cancer and Capricorn.</p>	<p>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Name some major UK and world mountains</p>	<p>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) Name major UK, European and world rivers</p>	<p>with the UK. 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) Name major biomes of South America</p>
--	--	--	--	---	--

## Place Knowledge

EYFS	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
<p><b>Early Learning Goal: People, Culture &amp; Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explain 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><b>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</b></p>		<p><b>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</b></p>			
	<p><b>Year 1</b> Name some human features of a location Name some physical features of a location Describe simple similarities and differences between two locations</p>		<p><b>Year 3</b> Describe the human and physical geography of their local area. Describe the human and physical geography of a contrasting region in North America. Can comment upon what causes similarities and differences between locations studied.</p>	<p><b>Year 3</b> Describe the human and physical geography of their local area. Describe the human and physical geography of a contrasting region In Europe. Can comment upon what causes similarities and differences between locations studied.</p>	<p><b>Year 5</b> Describe similarities and differences between the human and physical geography of a contrasting region of the UK and their own local area.</p>	<p><b>Year 5</b> Describe similarities and differences between the human and physical geography of a region of South America and their own local area.</p>
	<p><b>Year 2</b> Can comment upon the human and physical geography of a location. Describe similarities and differences between two locations.</p>		<p><b>Year 4</b> Identify features of human and physical geography of a region in a North America and make</p>	<p><b>Year 4</b> Identify features of human and physical geography of a region in a European country and make</p>	<p><b>Year 6</b> Describe similarities and differences between the human and physical geography of a contrasting</p>	<p><b>Year 6</b> Describe similarities and differences between the human and physical geography of a region of</p>

# The Nar Valley Federation of Church Academies: Geography Knowledge and Skills Progression



		comparisons to their own local area.	comparisons to their own local area.	region of the UK and their own local area, incorporating elements of previously taught physical/human geography into their descriptions.	South America and their own local area, incorporating elements of previously taught physical/human geography into their descriptions.
--	--	--------------------------------------	--------------------------------------	--	---

Physical Geography						
EYFS	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/ 6 A	Year 5, 6 B
<p><b>EYFS Understanding the World</b>  <b>Early Learning Goal: The Natural World</b>                      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.</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                      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>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><b>Year 1</b>                      Match taught geographical vocabulary to images.                      Use taught vocabulary when describing geographical surroundings.                      Embed vocabulary within their spoken and written work to describe changes made to a location.</p>	<p><b>Year 3</b>                      Describe some of the key features of a rainforest.                      Name and describe the four layers of vegetation in a rainforest.                      Can describe the climate of a tropical rainforest.                      Describe some reasons why rainforests are destroyed and why they need to be protected.</p>	<p><b>Year 3</b>                      Describe how a mountain is formed and some of its features.                      Recognise that the Earth is made up of layers and that the Earth's tectonic plates cause friction that can create natural disasters.                      Describe some of the key features of volcanoes and earthquakes, including how they occur.</p>	<p><b>Year 5</b>                      Describe the cyclical movement of water from ocean to river.                      Use key vocabulary to describe water movement through the water cycle.                      Describe water movement through rivers, including the rivers at different stages.</p>	<p><b>Year 5</b>                      Name and recognise the features of 6 major biomes across the world.                      Name and describe organisms living within a biome                      Describe the living creatures and vegetation found within particular biomes.                      Comment upon some of the factors which affect a biome, in particular lines of latitude and climate.</p>	
	<p><b>Year 2</b>                      Use geographical vocabulary to describe the key physical features of the locality being studied.                      Use geographical vocabulary when making comparisons between locations.</p>	<p><b>Year 4</b>                      Describe the key features of a rainforest.                      Describe the features of each of the four layers of</p>	<p><b>Year 4</b>                      Describe how different mountains are formed and their features.</p>	<p><b>Year 6</b>                      As above and ...                      Make comparisons between rivers in different locations.</p>	<p><b>Year 6</b>                      As above and ...                      Explain the factors which affect a biome including: climate, lines of latitude,</p>	

# The Nar Valley Federation of Church Academies: Geography Knowledge and Skills Progression



			vegetation and identify animals that live there. Can compare the climate of the rainforest with climates in other parts of the world. Describe some reasons why rainforests are destroyed and why they need to be protected.	Recognise that the Earth is made up of layers and that the Earth's tectonic plates cause friction that can create natural disasters. Describe the key features of volcanoes and earthquakes, including how they occur.		elevation, ocean currents and precipitation. Explain how these factors affect the organisms living within each biome.
Human Geography						
EYFS	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/ 6 A	Year 5, 6 B
<b>EYFS Understanding the World</b> <b>Early Learning Goal: People, Culture &amp; Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explain 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.	<b>Use basic geographical vocabulary to describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</b>		<b>Describe and understand key aspects of 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</b>			
	<b>Year 1</b> Match taught geographical vocabulary to images. Use taught vocabulary when describing geographical surroundings. Embed vocabulary within their spoken and written work to describe changes made to a location.		<b>Year 3</b> Explain what trading is Explain the difference between imports and exports. Name some goods exported from and imported to the UK Know some products which are traded fairly	<b>Year 3</b> Identify sources of renewable and non-renewable energy Identify some pros and cons of fossil fuels. Can suggest ways to reduce energy consumption	<b>Year 5</b> Explain what a settlement is and identify important features of a settlement site. Explain why settlements develop in certain locations. List different types of land use. Name and describe some different ways that people use rivers.	<b>Year 5</b> Explain the different types of migration. Explain the reasons why people migrate. Describe the positive and negative impacts of migration on source and host countries. Explain why people become refugees
	<b>Year 2</b> Use geographical vocabulary to describe the key human features of the locality being studied. Use geographical vocabulary when making comparisons between locations Comment upon changes to human geography over time, providing a simple reason for this.		<b>Year 4</b> <i>As above and</i> Explain why countries need to import and export goods. Describe an example of a global supply chain.	<b>Year 4</b> Know and simply explain how electricity can be generated. Can explain the main stages of electricity distribution.	<b>Year 6</b> Identify features of a good settlement site Identify similarities and differences between land use in different places. Sort the ways rivers are used into categories	<b>Year 6</b> <i>As above and</i> Explain economic reasons for migration and the impact of this type of migration. Explain how climate change is creating refugees

# The Nar Valley Federation of Church Academies: Geography Knowledge and Skills Progression



	Know and explain where people live in the UK and across world	Explain the meaning of fair trade.	Explain the difference between renewable and non-renewable energy. Identify ways to reduce energy wastage	Explain the importance of rivers for people and to name some different ways that people use rivers.	
--	---	------------------------------------	---	---	--

## Geographical Skills and Fieldwork

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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.</p> <p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>			<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>			

## Enquiry and Investigation

Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.
--	---	--	--	---	--	---

# The Nar Valley Federation of Church Academies: Geography Knowledge and Skills Progression



## Fieldwork

Find out about the environment by talking to people, examining photographs, simple maps and visiting local places	Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	Develop simple fieldwork and observational skills when studying the geography of their school and local environment	Observe, record, and name geographical features in their local environments.	Observe, record, and explain physical and human features of the environment.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
---	---	---	--	--	---	---

## Interpreting Sources of Geographical Information

Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.	Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
---	---	---	--	--	--	---

## Communicating Geographical Information

Arouse awareness of the features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where.	Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.
--	--	--	--	--	--	---

# The Nar Valley Federation of Church Academies: Geography Knowledge and Skills Progression



## Map Skills

<p><b>Early Learning Goal: People, Culture &amp; Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and <u>maps</u>; Explain 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 – <u>maps</u>.</p>	<p>Can use the four compass directions: N, S, E and W to describe the location of features and routes on a map Can use and follow locational and directional language Can find the UK and its countries on a map, globe and in an atlas Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Use a simple picture map to move around the school Use picture maps and globes</p>	<p>Can use the four compass directions: N, S, E and W to describe the location of features and routes on a map Can find countries, continents and oceans I have learnt about on a map, globe and in an atlas Draw a map of a real or imaginary place. Begin to understand the need for a key. Use class agreed symbols to make a simple key. Follow a route on a map. Use a plan view. Use an infant atlas to locate places. Use large scale OS maps.</p>	<p>Can use the eight compass directions to describe the location of features on a map Is starting to read four-figure grid references, symbols and keys Can make a map of a short route experienced, with features in correct order Know why a key is needed Use standard symbols. Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.</p>	<p>Can read four-figure grid references, symbols and a key on a map. Can find the UK and its counties using maps Make a map of a short route experienced, with features in correct order Begin to recognise symbols on an OS map. Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large-scale map. Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p>	<p>Begin to read and write latitudinal and longitudinal coordinates to describe locations Can read six-figure grid references, symbols and key on a map. Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. (e.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Use index and contents page within atlases. Use medium scale land ranger OS maps.</p>	<p>Can read and write latitudinal and longitudinal coordinates to describe locations Draw a variety of thematic maps based on their own data. Use and recognise OS map symbols; use atlas symbols. Follow a short route on an OS map. Describe features shown on OS map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe. Know the different projections of a world map.</p>
--	--	---	--	--	--	--

# The Nar Valley Federation of Church Academies: Geography Knowledge and Skills Progression

