



Busill Jones Primary School

Geography Knowledge and Skills Progression

Strand	By the end of EYFS	By the end of Y1	By end of Y2	By end of Y3	BY end of Y4	By end of Y5	By end of Y6
Locational knowledge	<p>Understand position through words alone. For example, "The bag is under the table," - with no pointing.</p> <ul style="list-style-type: none"> Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 	<p>Build on EYFS knowledge of their own environment and children in Y1 will start to learn the names of key places in the UK beyond their immediate environment.</p> <p>To use key vocabulary to demonstrate knowledge and understanding.</p>	<p>To name and locate the worlds seven continents and 5 oceans.</p> <p>Name and locate characteristics of the four countries and capital cities of the United Kingdom and surrounding areas.</p>	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones.</p> <p>Locating places and features accurately on maps also becomes a focus.</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>To locate the world's countries, using</p>	<p>Children can develop contextual knowledge of the location of globally significant places - both terrestrial and marine.</p> <p>Children will develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p>	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK</p> <p>To use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places - both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and</p>



				<p>maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</p> <p>To name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p>	<p>Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones;</p>	<p>major cities;</p> <p>To name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p>	<p>human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p>
Place knowledge	<p>Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.</p> <ul style="list-style-type: none"> Explore the natural world around them. Recognise some environments that 	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge.</p> <p>Children will compare a local city/town in the UK with a contrasting city/town in a different</p>	<p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and</p>	<p>Children develop vocabulary relating to physical and human geographical features from KS1.</p> <p>They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an</p>	<p>Children can 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.</p>	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK.</p> <p>Children will understand geographical similarities and differences through the study of human geography of a region of the United</p>	<p>Children will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct</p>



	are different to the one in which they live	country;	physical geography. Children will compare the UK with a contrasting country in the world;	area outside of the UK. Children will understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;	Children will explore similarities and differences, comparing the human geography of a region of the UK and a region of South America	Kingdom, a region of Eastern Europe and South America	independent research.
Human and physical Geography	Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography. Children will 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.	Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns in the UK and another country.	Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.	Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children will discuss physical geography, including: climate	Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children will discuss physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle	Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.



				Children will discuss human geography, including: types of settlement and land use.	zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle		Children will discuss 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;
Geographical skills and field work.	<p>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> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons. <p>Describe their immediate environment using knowledge from</p>	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>Children use world maps, atlases and globes to identify the countries, continents and oceans studied at this keystage.</p>	<p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.</p>	<p>Children will begin to collect, analysing, and communicate a range of data. Children can explain</p> <p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>Children begin to use the 8 points of a compass through field work.</p> <p>Children use maps,</p>	<p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems</p> <p>Children will use symbols and keys (including the use of Ordnance</p>	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p>Children use maps, atlases, globes and</p>	<p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can 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>observation, discussion, stories, non-fiction texts and maps.</p> <p>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>Children use simple compass directions and locational and directional to describe the location of features and routes on a map;</p>	<p>Children can devise a simple map; and use and construct basic symbols in a key</p>	<p>atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Children use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies</p>	<p>Survey maps), to build their knowledge of the United Kingdom and the wider world</p>	<p>digital/computer mapping to locate countries and describe features</p>	<p>Children use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
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