Knowledge and Skills Progression Map: Geography

	Essential Knowledge (National Curriculum)	End of Year Expectations	Greater Depth
EYFS		• Can they make observations about their local environment? • Can they talk about the features of their immediate environment?	• Can they explain the impact that human activity has on the local environment? • Can they describe some actions which people in their own community do that help maintain the area they live in?
Year 1	• To understand geographical differences through studying the human and physical geography in a contrasting non -European country (Kenya). Example: Comparing a local woodland with a forest from another country • Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles • To name and locate the world's 7 continents and 5 oceans • To 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 • To 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 • To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, , sea, ocean • To understand geographical similarities and differences through studying the human and	• Can they explain where they live and describe some of the physical features? • Can identify what they like and don't like about their locality and give reasons why? • Can they answer some questions using different geographical resources?	• Can they ask relevant geographical questions using a range of sources provided? • Can they show empathy towards a geographical event or issue and explain the impact on people or place?

	physical geography of a small area of the UK (a coastal area)		
Year 2	• To 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 • To name, locate and identify characteristics of the four countries and capital cities of the UK and is surrounding seas • To use world maps, atlases and globes to identify the UK and it's countries as well as the countries, continents and oceans studied at this key stage • To use simple compass directions and locational and directional language to describe the location of features and routes on maps • To name and locate the world's seven continents and five oceans	• Can they label a diagram or photograph using some geographical vocabulary? • Can they describe a locality? • Can they identify key features of a locality by using a map?	• Can they use a range of geographical evidence to make predictions? • Can they make comparisons between people and places and explain their reasons?
Year 3	• To be able to use appropriate techniques to gather information • To be able to use and interpret globes and maps in a variety of scales • To be able to explain how physical and human processes lead to similarities and differences between places • To be able to collect and record evidence to answer geographical questions • To be able to identify geographical patterns and to use their knowledge and understanding to explain them • To be able to use appropriate geographical vocabulary to describe and interpret their surroundings	• Can they select geographical vocabulary independently to describe and compare localities? • Can they identify that localities may have similar and different characteristics? • Can they use and compare two maps explaining the purpose of each?	• Can they make geographical inferences through a variety of geographical sources? • Can they make links using prior knowledge and ask and answer geographical questions?

	• To be able to use instruments to make measurements • To be able to use appropriate techniques to gather information • To describe key aspects of physical geography – mountains, volcanoes and earthquakes • To 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 • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
Year 4	• To know how the nature of particular localities affect the lives of people • To be able to use geographical terms • To be able to use maps at a variety of scales to locate the position and geographical features of particular localities • To be able to use secondary sources to obtain geographical information • To understand how places fit into a wider geographical context • To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America (The Caribbean) • To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,	• Can they explain how a locality has changed over time with reference to physical features and human features? • Can they suggest different ways that a locality could be changed and improved? • Can they identify different views around a geographical issue and state their own view? • Can they research and collect information about people and places and present it? *e.g. a report, a poster, a brochure*	• Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? • Can they identify geographical patterns and make connections?

	• To find out about 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 (Egypt) • To describe and understand key aspects of physical geography, including the water cycle • To understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece)		
Year 5	• To be able to locate the world's countries using maps • To name and locate cities of the UK, identify human and physical characteristics of places and understand how some aspects have changed over time • To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods • To describe and understand key aspects of human geography including types of settlement and land use and economic activity including trade links. • To 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	• Can they identify the links between human and physical geography? • Can they makes links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? • Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? • Can they pose a geographical hypothesis using various sources to draw a conclusion?	• Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises?

	• To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • To 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 • To 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. • To identify the position and significance of latitude, longitude, Equator, etc • To describe and understand key aspects of physical geography – climate zones, biomes and vegetation belts		
Year 6	• To name and locate the world's countries using maps and globes. • To describe and understand key aspects of human geography. • To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. • To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, • To study human geography, including: types of settlement and land use, economic activity including trade links, and the	• Can they explain the links between human and physical geographical processes and how these may affect the future? • Can they explain a range of geographical processes and the effects on people and places? • Can they make careful measurements (eg: rainfall, population, temperature, sea level) and input them into the appropriate form (eg: table, tally, graph) • Can they present their research through self- selected representations? E.g reports, leaflets, drama, art, multimedia	• Can they collect statistics about people and places from field work or research and analyse data looking for trends? • Can they interpret other people's arguments for change, analysing pros and cons

	distribution of natural resources including energy, food, minerals and water • To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America (The USA)		