

Geography National Curriculum Progression– broken down by strand and year group.

| Strand | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
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| Locational knowledge | <p>To know there are different countries in the world.</p> <p>To know there are differences between countries and can talk about these, from experiences or photographs.</p> <p>To know the name of the town in which</p> | <p>To know the name of the country we live in</p> <p>To know where the United Kingdom is located on a world map</p> <p>To know the name of a nearby city</p> | <p>To know and locate the names of the four countries that make up the UK</p> <p>To know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p> <p>To know the characteristics of each of the 4 countries in the UK</p> <p>To know their own address.</p> | <p>To know the name of and locate the three main seas that surround the UK (including using the geographical vocabulary: ocean, sea, port, harbour,</p> | <p>To know the names and locate some countries in Europe (including Russia)</p> <p>To know about the environmental regions of a European country.</p> <p>To know the key physical and human characteristics of a European country and its cities.</p> | <p>To know the names and locate counties and cities in the UK</p> <p>To know about the geographical regions (S) and identify human and physical characteristics of counties and cities in parts of the UK</p> <ul style="list-style-type: none"> To know key topographical features of the UK including hills, mountains, coasts, rivers To know the names and locate the main rivers of the UK To know why most cities are located by a river and the land-use patterns To know how the land in the UK has changed over time | <p>know what latitude and longitude are and use them to locate.</p> <p>know and locate the Tropics of Cancer and Capricorn</p> <p>To know the names and locate a number of world countries</p> <ul style="list-style-type: none"> To know the names of some North and South American countries | <p>To know about the Prime/Greenwich Meridian and time zones and work out differences (including day and night)</p> <p>To know and locate contrasting socio-economic countries.</p> | <p>To know and locate the world countries using spatial awareness</p> <p>To know the environmental regions of world countries</p> <ul style="list-style-type: none"> To know key physical and human characteristics of world countries and their major cities To know and locate the main human and physical features of the local area a region in Africa and Asia |
| Place knowledge | <ul style="list-style-type: none"> know the name of different features and | <p>know and discuss the features of</p> | <p>know the human and physical</p> | <ul style="list-style-type: none"> know similarities and differences of the | <p>know geographical similarities and</p> | | <p>know key similarities and differences</p> | | <p>know and understand the global patterns of development</p> |

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| | <p>objects in their immediate environment</p> <ul style="list-style-type: none"> • know that small world opportunities link to real world experiences (e.g. farms, garages, train tracks, walking by a river or lakes) • know how to use questions to find about the place where they live and the natural world | <p>their local environment</p> <ul style="list-style-type: none"> • know some environments that are different to the one in which we live • To know some similarities and differences between life in this country and life in other countries | <p>features of a place in England</p> | <p>geographical features of a place in England and small area in a non-European country (using the geographical vocabulary: port, harbour, beach, cliff, coast, sea, ocean, vegetation, soil, valley, river, forest, hill, mountain)</p> | <p>differences between living in the UK and a European country</p> | | <p>between living in the UK and in a country in either North or South America</p> | | <p>locating countries in different states of development</p> <ul style="list-style-type: none"> • know the cause of weather in |
| <p>Human and Physical Geography</p> | <ul style="list-style-type: none"> • know how to respect and care for the natural environment • know how their behaviour can affect the environment | <p>know that seasons change and the differences between them</p> | <p>know and recognise main weather symbols</p> <ul style="list-style-type: none"> • know the seasonal patterns in the UK (using the geographical vocabulary season and weather) <p>know daily weather patterns in the UK</p> <p>know the main differences between city, town and village (including using the geographical vocabulary of</p> | | | <p>know the key physical features of a river</p> <ul style="list-style-type: none"> • know the impact of the water cycle (e.g. potential flooding) • know different types of settlements and land | <p>know what is meant by biomes and what are the features of a specific biome (e.g. rainforests, grasslands, aquatic, forest, tundra, desert)</p> <ul style="list-style-type: none"> • know the key physical aspects of vegetation belts • know key topographical features (for example, hills, mountains, coasts and rivers) and land | <p>know the key physical features and parts of a volcano</p> <ul style="list-style-type: none"> • know what causes an earthquake • know the key aspects of economic activity and trade links • know the distribution of natural resources | <ul style="list-style-type: none"> • know how their local area is linked to other countries through globalisation • know the role that China plays in globalisation • to know the key physical and human geography processes relating to geological timescales (e.g plate |

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| | | | farm, factory, house, office, | | | | use patterns and understand how some of these aspects have changed over time | including energy, food, minerals and water • know main human and physical differences between developed and developing nations | tectonics, rocks, weather) • know how to analyse distribution on maps at a variety of scales |
| Skills and fieldwork | know how to use simple observational equipment to support exploration of the natural environment | <ul style="list-style-type: none"> know that information can be drawn from a simple | <p>know how to use a map, atlas and / or globe to locate the 4 countries of the UK</p> <p>know which is N, E, S and W on a compass</p> <ul style="list-style-type: none"> know how 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 their local environment <p>know how to use aerial photographs and plan perspectives</p> | <ul style="list-style-type: none"> know how to use a world map, atlas and/or globe to locate the seven continents know how to use a map, atlas and /or a globe to locate a non-European country in a contrasting study know how to use a world map, atlas or globe to locate the five oceans <p>know how to use locational and directional language to describe places</p> <p>know how to use simple scales to</p> | <p>know how to use maps to locate European countries and major cities (P)</p> <ul style="list-style-type: none"> know the eight points of a compass know how to create simple bar charts and tables to record and present geographical data know how to answer questions using sources of evidence and information presented in graphs, charts | <p>know some symbols and keys on an ordnance survey map for the UK</p> <ul style="list-style-type: none"> know how to use a 4-figure grid references. <p>know how to use standardised sampling techniques (e.g. collecting samples of water from different parts of a river)</p> <p>know how to use satellite images to identify human and physical features changing over time</p> | <ul style="list-style-type: none"> know how to use GIS to see how land use has changed over time and describe the features studied know how to carry out fieldwork interviews (e.g. the range of views on a proposed new development) know how to compare maps to aerial photographs and satellite images know how to use graphs to record features such as temperature or rainfall | <p>know how to use six-figure grid references</p> <ul style="list-style-type: none"> know how to use maps and atlases and GIS to locate countries know how to use qualitative and quantitative methods of data collection to support a geographical enquiry know how to analyse findings of geographical enquiries (P) in order to draw conclusions and present them to a specific audience | <p>know how to annotate photographs and graphs</p> <ul style="list-style-type: none"> know how to analyse and interpret data know how to draw and annotate a sketch map |

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| | | | <p>to recognise landmarks in the UK</p> <ul style="list-style-type: none"> • know how to investigate a simple line of enquiry about the school grounds, reaching simple conclusions and ways forward (e.g. How can we reduce the amount of litter on the playground?) | <p>make judgements about the quality of an environment (e.g. Likert Scale)</p> <p>know how to use aerial photographs and plan perspectives to recognise human and physical features</p> <p>know how to devise a simple map; and use and construct basic symbols in a key</p> <p>know how to investigate a simple line of enquiry about the local area, reaching simple conclusions and ways forward (e.g. How can we reduce the number of cars on the road?)</p> | <p>and tables (P), drawing conclusions about the findings.</p> | <ul style="list-style-type: none"> • know how to use a range of methods to present data (e.g. sketch maps, plans, graphs and IT) <p>know how to observe, measure and record data on human and physical features in the local area.</p> <ul style="list-style-type: none"> • know how to generate questions and lines of enquiry from data collected | <p>know how to interpret data collected and make comparisons and judgements</p> <ul style="list-style-type: none"> • know how to express balanced opinions about geographical issues, using sources of evidence to support these | | |
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