



GEOGRAPHY SKILLS PROGRESSION

ESSENTIAL KNOWLEDGE

EYFS

At Prior's Mill, our Geography curriculum builds upon the foundations laid in EYFS, where pupils begin to explore their immediate environment and understand the world around them. We foster curiosity and a sense of place, ensuring a smooth transition as pupils progress into Key Stage 1. The EYFS Milestones Document explores this approach in more detail.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- identify seasonal and daily weather 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
- 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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- 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

- 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
- 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

ESSENTIAL KNOWLEDGE

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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)

Place knowledge

- 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 in North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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 fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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
- 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.

Year 1/2

Was Captain Cook a Pirate?

Why did London burn?

Who lives in a castle like this?

What was it like to be an Evacuee?

Locational and Place knowledge	Breadth of Study	Skills
	<p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country – Hawaii.</p> <p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. Compare this to India and its states.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (India).</p>	<p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Locate the continents on a paper map.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p>Locate Hawaii on a map.</p> <p>Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? What is the weather like in this place? What animals live here and why?</p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p> <p>Use maps and globes to locate the UK.</p> <p>Be able to identify the 4 countries and label the capital cities.</p> <p>Explain the purpose of a capital city and form opinions on how this affects population size.</p> <p>Study pictures/videos of two differing localities, one in the UK and one in a non-European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p>Study pictures of the localities in the past and in the present</p>

		<p>and ask 'How has it changed?'</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>
<p>Human and Physical Geography</p>	<p>Identify the human and physical features of the two localities studied.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Is India hot or cold? Why?</p>	<p>Be able to verbalise and write about similarities and differences between the features of the two localities.</p> <p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record Make and use simple instruments for observing the weather, setting up a simple weather station. Describe the changes in the weather with the seasons. Learn about the effects of the Sun in the UK. Provide a fictional weather forecast for a month of the year.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p>Use both maps and globes; identify the coldest and hottest places in the world. Make predictions about where the hottest places in the world are?</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest. Identify where India is in relation to the Equator.</p>
<p>Fieldwork</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 e.g. note taking, videoing, data collection, sketches, observations.</p>	<p>Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p>

	<p>Fieldwork to develop knowledge and understanding of the school and local area.</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 – fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops.</p>	<p>On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc. and use them to create memory maps to show the journey.</p> <p>Study aerial photographs of the local area and label it with key features e.g. school, church, park, shops.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p> <p>Make a simple map of the school or local area.</p> <p>Create an aerial map of the school/local area as a class by using different sized blocks.</p> <p>Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>Observe and record the features around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on Wolviston Road compared to the school road.</p> <p>Children to make suggestions for the cause of the differences.</p> <p>Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p> <p>Children make sketches/notes of their field work and then create a map to direct others which uses a key and includes the main physical and human features.</p>
<p>Key Vocabulary</p>	<p>KS1 General Vocab: Beach, Britain, City, Cliff, East, England, Europe, Equator, Factory, Farm, Forest, Harbour, Hill, House, Ireland, Mountain, North Pole, Ocean, Office, Port, River, Scotland, Sea, Season, Shop, Soil, South Pole, Town, Valley, Vegetation, Village, Wales, Weather and West.</p>	

Year 3/4

How did the Romans change Britain? (1)

How did the Romans change Britain? (2)

What happened when the Romans left Britain?

Where can we see Ancient Greece today?

Locational and Place knowledge	Breadth of Study	Skills
	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries around the world.</p> <p>Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks of different parts of the world.</p> <p>Identify similarities and differences between foreign regions and a region of the UK.</p> <p>Understand the difference between the Northern and Southern hemisphere.</p>	<p>Build on prior knowledge of UK regions by using maps to locate countries across the world.</p> <p>Study maps to make assumptions about the different areas of the world (both hot and cold) e.g. using map keys to identify mountainous areas, urban areas.</p> <p>Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p> <p>Study some pictures of different parts of the world (both hot and cold) e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and give reasons for these answers.</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc.) Why do back packers choose to stay where they do?</p> <p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and other parts of the world. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</p> <p>Identify the different hemispheres on a map.</p> <p>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</p> <p>Locate and label different countries/continents in the Northern and Southern hemispheres.</p>

		<p>Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. Does this affect the food grown and consumed across the world?</p>
<p>Human and Physical Geography</p>	<p>Whilst studying history, Why did the Roman choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?</p> <p>Explore settlements around rivers.</p>	<p>Look at pictures and labelled diagrams of different historical settlements over time.</p> <p>Produce own pictures and labelled diagrams.</p> <p>Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?</p> <p>Research changing food habits in Britain over the last 100 years and discuss how refrigeration, war, immigration, working habits, lifestyle changes, technology, the media etc. have changed what we eat.</p> <p>Study maps Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Why were they where they were? Was the production of food and farming a consideration? Compare with current maps and make suggestions about change.</p> <p>Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed.</p> <p>Research Roman settlements in the UK. Why are the majority built on the path of a river? How do rivers benefit communities? Why were rivers important historically?</p> <p>Discuss different types of pollution and also issues of pollution, loss of greenbelt etc.</p>
<p>Fieldwork</p>	<p>Understand the 8 compass points and use them to explain/identify points on a map.</p> <p>Fieldwork project</p>	<p>Use locational language to describe the location of points on a map of the school/local area.</p> <p>e.g. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features</p>

Children begin to experiment with and understand 4 figure grid references on maps.

Explore the use of Land in the local area.

you would see identified, with a key.

Take digital photographs of the main features of the school and **plot them on to a map** to show the route around the school, **using coordinates** to show where these key features are

Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement

Use the school grounds to **undertake weather surveys**, including wind direction, where the sun shines (north, south, west), **recording a changes and observations using a method of choice** e.g. rainfall - is it the same on all sides of the school.

Make an aerial plan/map of the school, drawing around different sized blocks (moved on from year 1 collective aerial planning using blocks).

Design questions and studies to conduct in the local area.

Identify local features on a map and begin to **experiment with four figure grid references**, using them to **locate and describe local features**.

Undertake surveys.

Conduct investigations.

Classify buildings.

Use recognised symbols to mark out local areas of interest on own maps.

Choose effective recording and presentation methods e.g. tables to collect data.

Present data in an appropriate way using keys to make data clear.

Draw conclusions from the data.

e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications:

- **Residential:** houses, flats, hotels, hostels
- **Retail:** food, clothing, footwear, sports, toys, furniture, etc.....
- **Professional/ Commercial:** solicitors, banks, building societies, company offices etc.....

		<ul style="list-style-type: none"> • Industrial and Storage: machine tools, engineering, factories, warehouses • Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes • Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools • Other: vacant property, car parking, open spaces, development sites <ul style="list-style-type: none"> - Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed - Undertake a survey of buildings and materials - Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work - Compare shops in the local area with the nearest city centre <p>Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits</p>
<p>Key Vocabulary</p>	<p>KS2 General Vocab: America, Arctic and Antarctic Circle, Biomes, Climate Zones, Coasts, Compass, Distribution, Earthquakes, Energy, Equator, Europe, Europe, Russia, Food, Grid References, Hemisphere, Hills, Latitude, Longitude, Measure, Minerals, Mountains, Natural Resources, North, Northern Observe, Regions, Rivers, Settlement, South America, Southern Hemisphere, Trade Links, Tropics of Cancer and Capricorn, United Kingdom, Vegetation Belts, Volcanoes, Water Cycle and Water.</p>	

Year 5/6

Why did the Egyptians build the pyramids?

What can we learn from Maya?

Could you keep calm and carry on?

What if I could go back in time?

What is happening to the climate?

Locational and Place knowledge	Breadth of Study	Skills
	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries. Use 4 figure grid references to read maps.</p> <p>Compare 2 different areas of a country rural/urban.</p> <p>Explore differing landscapes.</p> <p>Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.</p>	<p>Confidently use maps, globes and Google Earth. Use atlases/maps to describe and locate places using 4 figure grid references.</p> <p>Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. Identifying where rivers may start and end and how this affects these areas.</p> <p>Ask questions e.g. what is this landscape like? What is life like there? Study photos/pictures/maps to make comparisons between locations. Identify and explain different views of people including themselves.</p> <p>Label counties, cities, mountains and rivers. Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p> <p>Use and explain the term 'climate zone'. Identify the different climate zones. Explore how this affects the production of food across the world. Explore how food must be imported between countries because of this. Ask questions and find out what affects the climate.</p>

A focus on biomes: A **biome** is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest. Identify where some of these are on the world map. Whilst studying these, make comparisons with the UK.

6 figure grid references.

Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.

On a world map locate the main countries in Africa. Identify their main environmental regions, key physical and human characteristics, and major cities. Children to be able to identify main capital cities/oceans etc.

Use maps to identify different climate zones.

Discuss and compare the climate zones of different countries across the world and **relate this knowledge to the weather in different areas**.

Children to **ask questions** about global warming. Is this changing the habits of people around the world?

Discover the cause of global warming and **research the implications**.

Reach reasoned and informed solutions and **discuss the consequences** for the future.

Identify changes to be made in own lives in response to this.

Understand the term 'biome'.

Use knowledge of this term to make suggestions for places in the world which may be biomes.

Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to **use maps to locate areas** they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc.

Explore which of these may produce food and **Defend reasoning using knowledge of maps**.

Using **photographs, and ask questions, make comparisons between Biomes**

Use maps, globes and Google Earth to identify the continents.

Looking at a map of climate zones, children to **use prior knowledge** of the world to identify the climate they think may exist in different parts of the world.

Identify and **mark on a map** the different countries across the world.

Identify the major cities and consider how they differ to other regions in the country. What is the Cuisine like in these cities how and why is it different everywhere you go.

Using photographs, children to **make connections** between Spain and the UK. How is it similar and different? Explore the foods produced in the two countries.

Consider how the location of these countries geographically

	<p>Understand the significance of Latitude and longitude.</p> <p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</p> <p>Study of a country with an active volcano. -Environmental regions, key physical and human characteristics. Major cities, mountain ranges, rivers, lakes, landmarks.</p>	<p>has shaped the food produced there.</p> <p>Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. Understand how these features may have changed over time.</p> <p>Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village.</p> <p>Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</p> <p>Locate the major cities of the world and draw conclusions as to their similarities and differences.</p> <p>Use maps to identify longitude and latitude.</p> <p>Use the language of ‘north’, ‘south’, ‘east’, ‘west’ to relate countries to each other.</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</p> <p>Critically study photographs – do they think these were taken close to the Equator or further away.</p> <p>Study maps of the to identify environmental regions.</p> <p>Compare and contrast these regions.</p> <p>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</p> <p>Reflect on the importance and value of the tourism industry in these areas.</p> <p>Choose a volcano, find out its current status e.g. dormant, extinct. Locate its position in the world, its dimensions and find out when it last erupted and the impact of this eruption.</p>
Human and	Human geography including trade between UK and Europe	Identify trade links around the world based on a few chosen

<p>Physical Geography</p>	<p>and ROW. Fair/unfair distribution of resources (Fairtrade).</p> <p>Earthquakes/natural disasters – floods, tsunamis</p> <p>Impact of Disaster</p>	<p>items e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade.</p> <p>Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. describe and show an understanding of earthquakes linking to the key places studied describe and show an understanding of volcanoes to the key places studied.</p> <p>Research Richter Scale – how it works, what it measures etc. Create a Richter diagram and investigate the devastation caused at each level. Explore the impact of the Volcano at Pompeii.</p>
<p>Fieldwork</p>	<p>When studying both rivers, go to the River Tees. Talk about the trade route that this used to be. Children to make field notes/observational notes about the land there to be discussed at school when talking about the features of rivers. Children to take photos to support their notes. Look at the land use there now and compare this to how it would have been in the past.</p> <p>Fieldwork/traffic study</p>	<p>Look for evidence of past river use by visiting the location. Make field notes/observational notes about land features. Visit a river, locate and explain the features. Take photographs to support findings e.g showing different transport used in the area today which would not have been like in the past. Carry out field study making measurements of local river: depth, width, speed of flow. create a profile of the cross section explored. Record a visual representation of the wildlife and habitats observed at the local stream. Study pictures of the river in Victorian times and compare and contrast. Select a method to present the differences in transport in the area today. Record measurement of river width/depth. Undertake a traffic survey of the local main road - tally</p>

		<p>counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses</p> <p>Collate the data collected and record it using data handling software to produce graphs and charts of the results.</p> <p>Ask Geographical questions e.g. how is traffic controlled? What are the main problems?</p> <p>Undertake a street/ noise survey of the local road/ high street</p> <p>Undertake a general survey of the local road/ high street:</p> <p>Form and develop opinions e.g. Do the pupils like/ dislike the road/ street</p> <p>Compare road with another busier/ quieter street/ road</p> <p>Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?</p> <p>With the children's help, design and carry out a survey of the views of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic.</p> <p>Use local maps to find other routes traffic might take.</p> <p>Report on the effects of environmental change on themselves and others.</p> <p>Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road.</p> <p>Select methods for collecting, presenting and analysing data</p> <p>Analyse evidence and draw conclusions</p> <p>Be aware of own responsibility in the world</p>
<p>Key Vocabulary</p>	<p>KS2 General Vocab: America, Arctic and Antarctic Circle, Biomes, Climate Zones, Coasts, Compass, Distribution, Earthquakes, Energy, Equator, Europe, Europe, Russia, Food, Grid References, Hemisphere, Hills, Latitude, Longitude, Measure, Minerals, Mountains, Natural Resources, North, Northern Observe, Regions, Rivers, Settlement, South America, Southern Hemisphere, Trade Links, Tropics of Cancer and Capricorn, United Kingdom, Vegetation Belts, Volcanoes, Water Cycle and Water.</p>	