Geography Skills and Knowledge Progression		
EYFS		
• 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 • 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.		
Subject Domain	**YEAR 1**	**YEAR 2**
Locational Knowledge	• **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.** **Use maps and a globe to identify** the continents and oceans and understand that both a map and a globe show the same thing. **Locate** the continents on a paper map. **Use simple compass directions** (North, South, East and West) to **describe** the location of features on a map.	• **Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.** **Use maps** and globes to locate the UK. Be able **to identify** the 4 countries and **label** the capital cities. **Explain** the purpose of a capital city and form opinions on how this affects population size. **Study** pictures/videos of two differing localities, one in the UK and one in a contrasting on 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?
Place Knowledge	• **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** **Locate** a non-European country on a map. **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? **Express own views** about a place, people and environment. **Draw and label pictures** to show how places are different.	• **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** **Study** pictures of the localities in the past and in the present and **ask,** 'How has it changed?' **Draw pictures** to show how places are different and write comparatively to show the difference. **Express own views** about a place, people and environment. **Give detailed reasons** to support own likes, dislikes and preferences.

Human and Physical Geography	• **Identify the human and physical features of the two localities studied.** **Use basic geographical vocab** to refer to key physical features including beach, coast, forest, mountain, sea, river, season: weather. **Use basic geographical vocab** to refer to key human features, including city, town, village, factory, farm, house and shop. **Be able to verbalise and write about** similarities and differences between the features of the two localities. • **Identify seasonal and daily weather patterns in the UK** **Ask questions** about the weather and seasons. **Observe and record** e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. **Express opinions** about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.	• **Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.** **Use both maps and globes**, **identify** the coldest places in the world – eg: The North and South pole and the Arctic. **Make predictions** about where the hottest places in the world are? Children to **identify** the equator and locate the places on the Equator which are the hottest. • **Identify the human and physical features of the two localities studied.** Use **basic geographical vocab** to refer to key physical features, including examples like: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use **basic geographical vocab** to refer to key human features, including examples like: city, town, village, factory, farm, house, office, port, harbour and shop.
Fieldwork	• **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.** **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. Children to **take photos** of interesting things in the local area and **explain** what the photos show. 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. **Study aerial photographs** of the school and label it with key features e.g. school, church, park, shops. Look at a simple map of the local area and identify the things they know and have seen. **Make a simple map.**	• **Fieldwork to develop knowledge and understanding of the school and local area.** **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. Draw own maps of the local area; 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 – fieldwork in the local area/proximity to the school e.g. the road, park, river, shops.** **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 the main road compared to the school road.

	Create an aerial map of the school/local area as a class by using different sized blocks.	**Children to make suggestions** for the **cause of the differences**. **Communicate findings** in different ways e.g. reports, graphs, sketches, diagrams, pictures**.** **Children make sketches/notes** of their trip to school/trip to the **field** and then create a **map** to direct others which uses **a key** and includes the main physical and human features.
Geography Skills and Knowledge Progression		
Subject Domain	**YEAR 3**	**YEAR 4**
Locational Knowledge	• **Use maps, atlases, globes and digital/computer mapping to locate the countries of Europe, including Russia. Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks.** **Build on prior knowledge** of UK regions by using maps to locate countries of Europe. **Study maps** to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. **Identify** hilliest areas and flattest areas as well as decide which rivers they think are the largest. **Study some pictures** of different parts of Europe (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 justify e.g. a mountain top may be in France because there is a large mountain range there. **Match key landmarks** to the country and make suggestions as to how landmarks affect a country (tourism, economy etc.) Relate to UK landmarks. **Use the language** of '**north', 'south', 'east', 'west'** to relate countries to each other	• **Understand the difference between the Northern and Southern hemisphere.** **Identify** the different hemispheres on a map. Use the compass points **N, NE, E, SE, S, SW, W, NW** to direct and locate using a compass. **Locate and label** different countries/continents in the Northern and Southern hemisphere. **Raise questions** about the different hemispheres and make predictions on how they think life will be different in the two hemispheres • **Understand the term 'climate zones' and identify some differing ones. Include global warming and its implications.** **Use and explain** the term 'climate zone'. **Identify** the different climate zones. **Ask questions** and find out what affects the climate. **Use maps** to identify different climate zones. **Discuss and compare** the climate zones of the UK and **relate this knowledge to the weather in the local area**. Children to **ask questions** about global warming. **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.
Place Knowledge	• **Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.** **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	• **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. **Focus in** particular on the biomes for example Antarctica and the Amazon rainforest. **Make comparisons** with the UK. If studying

	countries. Critically **study** photographs – do they think these were taken close to the Equator or further away • **Compare a region of the UK with a volcanic region eg: Italy, Sicily. Identify similarities and differences between this region and a region of the UK.** **Look at** maps, pictures and other sources to identify similarities and differences between a UK region and a Volcanic Region. **Compare physical and human** features**, draw conclusions**, **pose questions** and use prior knowledge of map reading. **Identify** main trade and economy in this area and compare to region of the UK. **Look at** settlements, particularly in relation to the volcanoes – what conclusions can be drawn? **Analyse** evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.	Antarctica you can look briefly at physical Geography around glaciers. If studying the Amazon rainforest, use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America. 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. **Defend reasoning using knowledge** of maps. Focus on Amazon rainforest **– identify** the climate, the habitats, the plant and animal types and how people live in the rainforest. **Study life** in the Amazon rainforest through primary sources – **recounts/photographs, and ask questions, make comparisons to life in the UK** and consider how life in **the UK may be similar.** **Discuss** how the rainforest may be linked to us e.g. trade. **Locate** other rainforests using Google earth and maps, identifying patterns in their location. If studying Antarctica, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions. **Make comparisons** between this biome and others, discussing with classmates the similarities as well as the differences. **Select** items required to survive in eg: Antarctic conditions. **Develop** informed opinions about global warming in relation to eg: Antarctic and **develop reasoned arguments** about our role on the planet. Linked to Science, study photographs of eg: Antarctic animals and reflect on how the animals are adapted to the conditions. **Design interesting and relevant studies** that may be carried out in eg: Antarctica. Compare life in eg: Antarctica with life in the UK. Chn present their views in a variety of ways (eg: diary, report etc.) on what they think life in eg: Antarctica is like. Read real accounts and compare. **Use maps, globes and Google Earth** to identify a different continent eg: South America. 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 this continent. **Identify and mark** on a map the different countries of this continent. Identify the major cities and consider how they differ to other regions in the country. Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina. Using photographs, children to **make connections** between the chosen continent and the UK. **Locate** the mountain ranges, rivers and oceans. **Consider how the location** of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. **Understand how geographical features are marked on a map.** Using this knowledge, children to **study world maps** to identify other major cities, hilly areas, rivers etc. **Ask geographical questions** e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc.).
Human and Physical Geography	• **Study of volcanoes – causes, effects etc. Eg: You could do a short study of the Pacific Ring of Fire and compare to Sicily.** **Locate** places in the world where volcanoes occur. **Understand** and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. **Draw diagrams**, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. **Ask and answer questions** about the effects of volcanoes. **Discuss** how volcanoes affect human life e.g. settlements and spatial variation.	• **Whilst studying history, why did the Anglo Saxons and the Vikings choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Anglo Saxon Merton like? How did they trade? How is that different today?** **Look at pictures** and labeled diagrams of different historical settlements over time. **Produce own pictures and labeled diagrams**. **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? **Study maps** of Anglo Saxon and Roman settlements. **Draw conclusions** about the location of the settlements based on prior knowledge. **Compare with current maps and make suggestions about change**. **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. **Compare** with trade in the past. Why has this changed.
Fieldwork	• **Understand the 8 compass points and use them to explain/identify points on a map.**	• **Children begin to experiment with and understand 4 figure grid references on maps. Fieldwork study – 2 weeks –** 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:

	Use locational language to describe the location of points on a map of the school/local area. **Plan** a tour of the school, which includes a map/ plan of the school and the main geographical features 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 round the school, using coordinates to show where these key features are. **Undertake** environmental surveys of the school grounds – eg: 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 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.	• Residential: houses, flats, hotels, hostels • Retail: food, clothing, footwear, sports, toys, furniture, etc.…. • Professional/ Commercial: solicitors, banks, building societies, company offices etc.…. • 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 sitesSs - 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 - Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits **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.

Geography Skills and Knowledge Progression		
Subject Domain	**YEAR 5**	**YEAR 6**
Locational Knowledge	• **Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Africa.** **Compare 2 different regions in Africa, rural/urban. In Science, when looking at night and day, look at the Prime/Greenwich Meridian and time zones.** **Confidently use maps**, globes and Google Earth. Use atlases/maps to describe and locate places using 4 figure grid references**.** **Locate the** Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. **Locate** largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. **Ask questions** e.g. what is this landscape like? What is lifelike there? **Study** photos/pictures/maps to make comparisons between locations. Identify and explain different views of people including themselves.	• **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.** **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. **Select** the most appropriate map for different purposes e.g. atlas to find a country, Google Earth to find a village.
Place Knowledge	• **Depth study of the UK: Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, coasts. Choose 3 key areas of the UK and look at how land use has changed over time.** **Use maps to locate** features of the UK e.g. rivers, mountains, large cities. **Explain** and defend which are physical and which are human features. **Label** counties, cities, mountains and rivers. Study photographs and maps of 3 different locations in the UK.	• **On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Children to be able to identify main capital cities/oceans etc.** **Explain** the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. **Locate** the major cities of the world and draw conclusions as to their similarities and differences.

	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?	• **Understand the significance of Latitude and longitude.** Study maps of the USA to identify environmental regions. • **Study of North America - Environmental regions, key physical and human characteristics. Major cities, mountain ranges, rivers, lakes, landmarks.** **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. **Locate all the man-made features** in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. **Reflect** on the importance and value of the tourism industry in these areas.
Human and Physical Geography	• **Rivers and the water cycle including transpiration** **Use the language** of rivers e.g. erosion, deposition, transportation. **Explain** and present the process of rivers. **Compare** how river use has changed over time and research the impact on trade in history. **Research** and discuss how water affect the environment, settlement, environmental change and sustainability. • **Human geography including trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade).** **Identify** trade links around the world based on a few chosen 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. • **During the Victorian times, how was the land used, what was the main economy in Merton and**	• **Earthquakes/natural disasters – floods, tsunamis** **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. • **Study photographs including aerial photographs and maps of the local area pre-war, post-war and present day.** **Compare maps and aerial photographs**. **Make comparisons** and reflect on the reasons for the differences. **Study population** numbers throughout the course of WWII and reflect on the reasons for changes. **Study pictures** of land use during these three periods. **Draw conclusions** and develop **informed reasons for the changes**. **Study** one key building in the locality during the three periods (e.g. hospital) and **reflect on the changes**. **Explain** and present the differences between Victorian living and present day.

	what were the trade links? How does this compare to today? **Study maps and pictures** of Victorian Merton. **Compare** and contrast photos and maps from today. **Discuss** land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. **Identify** main economies in the immediate area. **Compare** with trade in the past. Why has this changed?	**Reflect** on the impact trade has on an area and **generate ideas for cause and effect.** • **British Trade** **Research and present** Britain's export trade. **Ask and answer the following geographical questions**: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?
Fieldwork	• **When studying both Victorians and rivers, walk down to the River Thames/Medway. Talk about the trade route that this used to be.** **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 used during Victorian times**.** **Study pictures** of the river in Victorian times and compare. **Select a method to present the differences in transport in the area today. Record measurement of river width/depth.**	• **Fieldwork/traffic study** • **Undertake a traffic survey** of the local main road **- tally** 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 • **Collate the data** collected and record it using data handling software to produce graphs and charts of the results. • **Ask Geographical questions** e.g. how is traffic controlled? What are the main problems? - Undertake a street/ noise survey of the local road/ high street - Undertake a general survey of the local road/ high street: • Form and develop opinions e.g. Do the pupils like/ dislike the road/ street • **Compare** a road with another busier/ quieter street/ road • **Make suggestions and reflect** on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment? - 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. **Use local maps** to find another route traffic might take. - **Report on** the effects of environmental change on themselves and others. - **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. - **Select methods** for collecting, presenting and analysing data

		- **Analyse evidence** and draw conclusions - **Be aware of own responsibility in the world**

Ge2/1.1 Locational Knowledge

Ge2/1.1a 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

Ge2/1.1b 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

Ge2/1.1c 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)

Ge2/1.2 Place Knowledge

Ge2/1.2a 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

Ge2/1.3 Human and Physical Geography

Ge2/1.3a describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Ge2/1.3b 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

Ge2/1.4 Geographical Skills and Fieldwork

Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Ge2/1.4b 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

Ge2/1.4c 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.