



Year Group	<u>LOCATIONAL KNOWLEDGE</u>	<u>PLACE KNOWLEDGE</u>	<u>HUMAN AND PHYSICAL GEOGRAPHY</u>	<u>GEOGRAPHICAL SKILLS AND FIELDWORK</u>	<u>DISCIPLINARY KNOWLEDGE</u>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Know where the local shops are</li> <li>• Know why there is a need for shops, schools, churches, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Know 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</li> </ul>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul>	<ul style="list-style-type: none"> <li>• Look at simple maps and globes identifying land types and the sea</li> <li>• Uses comparative language to describe objects as near or far away</li> <li>• Describes from photographs different environments around the world</li> <li>• Describes where they live and the surrounding area –shops, roads, parks etc.</li> <li>• Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches)</li> <li>• Describes vegetation in a variety of different photographs from around the world and comments on sizes, shapes and weather</li> <li>• Make simple pictorial representations or chart of observations or information gathered</li> <li>• Label simple diagrams and pictures</li> <li>• Discuss elements in photographs –weather, hot, cold, etc.</li> <li>• Describe and experiment with direction of movement</li> <li>• Use a magnifying glass</li> <li>• Use a camera to take still and moving images</li> <li>• Add detail to a map of a familiar place –bedroom, classroom</li> <li>• Use simple positional cues –gives directions around the room or a space</li> </ul>



<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Know the names of the four countries that make up the UK</li> <li>• Know the names of the three main seas that surround the UK</li> <li>• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> <li>• Know the name of the nearest town or city</li> <li>• Know which is N, E, S and W on a compass</li> <li>• Know their address, including postcode</li> </ul>	<ul style="list-style-type: none"> <li>• Know and name the characteristics of the local area</li> <li>• Know features of hot and cold places in the world</li> <li>• Know where the equator, North Pole and South Pole are on a globe</li> <li>• Know some of the characteristics associated with a coastal place in comparison to where they live</li> </ul>	<ul style="list-style-type: none"> <li>• Know which is the hottest and coldest season in the UK</li> <li>• Know and recognise main weather symbols</li> <li>• Know the main differences between city, town and village</li> <li>• Know the key physical and human features of a coastal place</li> <li>• Know why do we have different coloured bins</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why it is important for all streets to have a name, including post code</li> <li>• Be able to follow a simple road map and recognise key landmarks, such as a church</li> <li>• Talk about the features in their local environment</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that maps and the globe are used to locate key places around the world</li> <li>• Comparing regions that are very hot with ones that are very cold, focusing on climate, temperature and people.</li> <li>• Begin to appreciate the different weather patterns in the UK</li> <li>• Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles</li> <li>• Understand why it is important for all streets to have a name, including post code</li> <li>• Be able to follow a simple road map and recognise key landmarks, such as a church</li> <li>• Talk about the features in their local environment</li> <li>• Observe and record information about the local area, i.e. types of shops, bus stops etc.</li> <li>• Take photographs of locally interesting geographical features</li> <li>• Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.</li> <li>• Talk about the main differences between a world map and a globe</li> </ul>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Know the names of and locate the seven continents of the world</li> <li>• Know the names of and locate the five oceans of the world</li> <li>• Know why so many important buildings are located in London</li> </ul>	<ul style="list-style-type: none"> <li>• Know the main differences between the climate and features of a place in England and that of a small place in a non-European country</li> </ul>	<ul style="list-style-type: none"> <li>• Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>• Know some of the advantages and disadvantages of living in a city or village</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the nearest town or city on map of the UK</li> <li>• Locate a number of cities on a map of the UK</li> <li>• Make a model, using road strips and toy buildings that shows features in an area</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth</li> <li>• Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons</li> <li>• Appreciate that weather patterns are different in different parts of the world and understand how that</li> </ul>



	<ul style="list-style-type: none"> <li>• Know and use the terminologies: left and right; below, next to</li> </ul>		<ul style="list-style-type: none"> <li>• Know why is it important to recycle</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the main differences between a world map and a globe</li> </ul>	<ul style="list-style-type: none"> <li>impacts on the way of life of different people</li> <li>• Locate the nearest town or city on map of the UK</li> <li>• Locate a number of cities on a map of the UK</li> <li>• Make a model, using road strips and toy buildings that shows features in an area</li> <li>• Study aerial photographs and use locational and directional language when doing so</li> <li>• Use Google Earth to find features in their locality</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Know the difference between Great Britain, The British Isles and the United Kingdom</li> <li>• Know the names of and locate at least eight counties and at least six cities in England</li> <li>• Know the names of four countries from the southern and four from the northern hemisphere</li> <li>• Know, name and locate the main rivers in the UK</li> <li>• Know and name the eight points of a compass</li> </ul>	<ul style="list-style-type: none"> <li>• Explain clearly the main differences between a village, town and city</li> <li>• Know the main differences between a rural and an urban location within the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc.</li> <li>• Know and label the main features of a river</li> <li>• Know the name of and locate a number of the world’s longest rivers</li> <li>• Know why most cities are situated close to a river</li> <li>• Know and explain the features of a water cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps to locate European countries and capitals</li> <li>• Use a globe to gain a better understanding about countries’ location (USA and Russia, for example)</li> <li>• Use maps to locate European countries and capitals</li> <li>• Talk about the features in their local environment and compare it with another they know</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that countries have defined borders and that each country has its own government or equivalent</li> <li>• Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places</li> <li>• Recognise how human geographical features change over time</li> <li>• Understand what is meant by being environmentally friendly</li> <li>• Use maps to locate world countries and capitals</li> <li>• Use a globe to gain a better understanding about countries’ location (USA and Russia, for example)</li> <li>• Talk about the features in their local environment and compare it with another they know</li> <li>• Create a report after a fieldwork activity that focuses on geographical features observed</li> </ul>



					<ul style="list-style-type: none"> <li>•Use systematic sampling and data collecting as part of fieldwork activity</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>•Know the names of and locate at least eight European countries</li> <li>•Know the names of and locate at least eight major capital cities across the world</li> <li>•Know where the main mountain regions are in the UK</li> <li>•Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</li> </ul>	<ul style="list-style-type: none"> <li>•Know at least five differences between living in the UK and a Mediterranean country</li> <li>•Know that climate and physical features has an important part to play when considering where and how people live</li> </ul>	<ul style="list-style-type: none"> <li>•Know that people’s jobs are determined by where they live</li> <li>•Know what causes an earthquake and tsunami</li> <li>•Label the different parts of a volcano</li> <li>•Know the names of a number of the world’s highest mountains</li> <li>•Know why recycling is important</li> </ul>	<ul style="list-style-type: none"> <li>•Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li> <li>•Distinguish between the Northern and Southern hemisphere on both a world map and a globe</li> <li>•Plan a journey within the UK, using a road map</li> <li>•Make a model to show part of the local area, e.g. parks, shopping precinct, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.</li> <li>•Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.</li> <li>•Understand how ideal settlements may have changed over time</li> <li>•Understand some of the arguments put forward in relation to green energy</li> <li>•Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li> <li>•Distinguish between the Northern and Southern hemisphere on both a world map and a globe</li> <li>•Plan a journey within the UK, using a road map</li> <li>•Make a model to show part of the local area, e.g. parks, shopping precinct, etc.</li> <li>•Understand how to use four-figure grid references</li> <li>•Explain what a place is like and why</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>•Know what is meant by the term ‘tropics’</li> <li>•Know the names of a number of European capitals</li> <li>•Know the names of and locate many of the key seas</li> </ul>	<ul style="list-style-type: none"> <li>•Know and recognise many of Europe’s key landmarks</li> <li>•Know and recognise the physical conditions necessary for the creation of different biomes</li> </ul>	<ul style="list-style-type: none"> <li>•Know about the key human and physical differences between living in the UK and a different European country</li> </ul>	<ul style="list-style-type: none"> <li>•Use graphs to record features such as temperature or rainfall across the world</li> <li>•Use appropriate special language when giving directions</li> </ul>	<ul style="list-style-type: none"> <li>•Appreciate that most countries have capital cities from where their government operates but these can sometime change.</li> <li>•Know features of own locality well enough to use as a comparative study anywhere in the world,</li> </ul>



	and areas across the world, e.g., Mediterranean sea and Suez canal	<ul style="list-style-type: none"> <li>•Contrast the main features found in two different biomes, e.g., tundra and desert</li> </ul>	<ul style="list-style-type: none"> <li>•Know what is meant by biomes and what are the features of a specific biome</li> <li>•Label layers of a rainforest and know what deforestation is</li> <li>•Know the term ‘fair trade’ and its implications on the lives of so many people</li> <li>•Know about the positive and negative features of plastic</li> <li>•Know why ports are important for world trade</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise most of the symbols used on a UK road map, including status of roads</li> <li>•Understand some of the main features of a satnav</li> <li>•Recognise ordnance survey (OS) symbols and know what they stand for</li> </ul>	<p>taking account of positive and negative features</p> <ul style="list-style-type: none"> <li>•Understand why their village/ town or city exists and what brought people to live there</li> <li>•Understand the issues associated with Fair Trade</li> <li>•Use graphs to record features such as temperature or rainfall across the world</li> <li>•Use appropriate special language when giving directions</li> <li>•Recognise most of the symbols used on a UK road map, including status of roads</li> <li>•Understand some of the main features of a satnav</li> <li>•Recognise ordnance survey (OS) symbols and know what they stand for</li> <li>•Carry out tests over time, evaluate changes and consolidate their understanding</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>•Know the names of, and locate, a number of South or North American countries</li> <li>•Know about time zones and work out differences</li> <li>•Know where countries in the British commonwealth are situated</li> <li>•Know what is meant by latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>•Know key differences between living in the UK and in a country in either North or South America</li> <li>•Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly</li> <li>•Know how a continent’s climate can vary and impact on people’s lives</li> </ul>	<ul style="list-style-type: none"> <li>•Know the names of and locate some of the world’s deserts</li> <li>•Know about climate change and its potential impact on our lives</li> <li>•Know why industry is important to the world</li> <li>•Know about the issues associated with Brexit</li> <li>•Know how the lives of children vary across the world</li> </ul>	<ul style="list-style-type: none"> <li>•Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> <li>•Understand how to use digi maps</li> <li>•Be familiar with topographical maps and know about contours, etc</li> <li>•Understand how to use six-figure grid references</li> </ul>	<ul style="list-style-type: none"> <li>•Appreciate how historically there have been changes to many countries across the world, including changes in names.</li> <li>•Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with</li> <li>•Reflect on the key changes that have occurred in buildings, trade and population</li> <li>•Understand the consequence of ignoring climate change</li> <li>•Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> <li>•Understand how to use digi maps</li> </ul>



**Waterhouses CE**  
Primary Academy

**“Let your light shine.”**

## **Geography progression**

					<ul style="list-style-type: none"><li>• Be familiar with topographical maps and know about contours, etc</li><li>• Understand how to use six-figure grid references</li><li>• Set up a geographical fieldwork enquiry, starting with a hypothesis</li><li>• To review, apply and consider next steps as a result of their geographical enquiry</li><li>• Create journey booklets, to include maps, sketches and samples to capture what a place is like</li></ul>
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