Geography Skills and Knowledge Progression

Disciplinary Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge	-Recognise and talk about familiar places and environments.	-Know that Braintree is their local town -Identify other towns nearby (Chelmsford, Colchester) -Name England, Scotland, Wales and Northern Ireland and recognise their national flags -Identify 1 key landmark from each capital (Big Ben, Edinburgh castle) -Understand that counties make up the country -Use basic geographical vocabulary	-Identify a few European countries (France, Spain, Italy, Germany) -Describe what cities are like to live in	-Identify countries near the Equator		-Know what a supply chain is. -Understand the Fairtrade movement -Know the parts of a river - Understand the water cycle	-Identify different types of extreme weather
Mapwork and direction	-Use simple maps, atlases and globes	-Locate Braintree on a local map -Name and locate countries of the UK on a map -Use simple maps and photographs to explore key features -Use maps and photographs to find natural and human features in Essex -Use relative vocabulary (bigger, smaller, near, far) -Say where places are (near to, far away) -Follow directions (up, down, left, right etc.)	-Identify land and water on a globe and world map and understand that oceans are large bodies of water and continents and large bodies of land -Locate Europe and the United Kingdom on a world map -Compare ocean size and position using atlases and globes -Use a world map and globe to find and label the continents and recognise their relative positions and sizes -Begin using directional language (North, South, East, West)	-Use maps and globes to identify the Equator, Northern Hemisphere, and Southern Hemisphere. -Identify the poles on a globe. -To use thematic and relief maps	-Read and understand the basic information on an OS map -Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom -Understand why we use grid references -Use four-figure grid references -Use six-figure grid references	-To independently use an atlas -To label lines of latitude and longitude - Plot journeys on globes, maps, atlases or digital maps -To use digital mapping skills	-Use digital mapping locate continents and oceans -Use different types of maps to locate biomes -Plot climate zone areas on a map -Draw a climate zone map to scale -Create thematic maps to identify the different biomes and create a key. -Present and record my findings -Choose an appropriate way to share my ideas

		-Follow a route on a plan or map -Identify and label places on a plan or map -Create a simple map key (symbols for park, school, shop) -Use map symbols to show landmarks -Draw sketch maps.	- Use maps to identify human and physical features -Use maps and photographs to sport features in different parts of England (towns, countryside, coastlines) -Use maps, globes and images to compare features and begin to explain why places look different				
Fieldwork	-Explore and observe the local area and environment.	-Identify towns, rivers, coastlines and countryside -Answer geographical questions by making observations -Collect simple geographical information e.g. by tallying		-Understand the purpose of a risk assessment -Create a criteria for testing out our hypothesis -Carry out a risk assessment (volcano or earthquake risk)	-Identify the location of given rainforest -Identify wildlife and plants of given rainforest -Carry out fieldwork -Carry out a research project relating to a rainforest -Understand risks faced by certain environments -Share my results and findings with my peers		-Explain what a carbon footprint is -Understand ways to increase and decrease a carbon footprint -Collate ways to improve the footprint of my school -Create a report of my school and how it adds to climate change
Human geography	-Learn about people, jobs and how communities work.	- Explore simple connections (railways, roads, rivers) -Know that people and goods travel across it to France and Europe -Understand the idea of trade and travel links	-Identify and define human and physical features -Sort and classify examples using photos and imagery -Using geographical vocabulary to describe human features -Describe how humans use the land -Describe human use of coasts in Europe -Identify human features of a city (buildings, landmarks, transport)	-Identify a country near the equator, identify its capital city --To understand human and physical consequences of earthquakes. -To understand how people, predict and prepare for earthquakes -Know how and why humans use mountains e.g. leisure	-Describe and understand key aspects of human geography, including: types of settlement and land use. -Know that land use and changes in land use is mostly linked to human needs -Describe and understand key aspects of human geography, including: types of settlement -Know how humans use the rainforest. -Know about who lives in rainforests (people) and	- Know what trade is and why it happens -Understand why some people choose Fairtrade products. - Understand the economy of the locality studied - Know why sometimes people can't access/have enough water - Understand how rivers affect human geography. - Know how humans can affect rivers/water sources through pollution.	-Understand what energy is -Understand the different types of energy -Understand the terms renewable and non-renewable -Understand how energy is harvested -Understand how some types of energy are limited -Understand the process energy goes through before it can be used -Identify the importance of sustainability

			-Describe how weather affects daily life (clothing, activities, homes) -Look at photos or videos of people living in different places (Africa, Asia and Europe) -Discuss differences in homes, clothing and weather		how they sometimes need to be protected.	-Know the main ways rivers are used by humans. - Know how we manage, clean and water -To identify key features in North America both physical and human -To understand why people, visit certain areas in North America	-Understand ways we can be sustainable -To know how we can combat climate change
Physical geography	- Identify natural features such as oceans, habitats and landscapes.	-Name the seas around the UK (North Sea, Irish Sea, Celtic Sea and English Channel) and the Atlantic Ocean -Describe simple features of seas and oceans	-Identify and define human and physical features -Sort and classify examples using photos and imagery -Using geographical vocabulary to describe physical features -Identify key weather features (temperature, daylight, rain, now) -Identify how different counties in Europe's position affects temperature and daylight -Explore how people and animals depend on oceans and land -Use maps and photographs to sport features in different parts of England (countryside, coastlines) -Identify mountains, lakes and valleys -Identify physical features of coastlines (beach, sea, cliffs)	-Describe how temperature changes depending on how close you are to the Equator. -Begin to understand climate zones (hot, cold, temperate). -Explore what the weather, landscape, and daily life are like in a hot country near the Equator. -Identify a country near the equator, identify its key features (rivers, mountains, weather). -To know about the layers of the Earth -To know about the layers of the Earth and tectonic plates -To understand what an earthquake is how an earthquake is caused. -To understand human and physical consequences of earthquakes. -Name and locate key mountains/hills in the UK -Name and locate key mountain ranges in Europe	-Understand what rainforests are -Locate rainforest around the world -Locate the Tropics of Cancer/Capricorn -Locate the equator -Identify how land is used in urban and rural settings -Understand the climate of rainforests. -Identify temperate and tropical rainforest -Identify the four layers of a rainforest (emergent, canopy, understory and forest floor).	-To identify key features in North America both physical and human -To understand why people, visit certain areas -Know the main water types e.g. lakes, rivers, marsh -Know that water is a resource	-To identify reasons for climate change -To understand areas of land affected by climate change -To list consequences of climate change -Know about the biomes of the world and how these are linked to specific climates. -Explain what a vegetation belt is -Locate vegetation belts

				-Name and locate mountain ranges in the world. -Know how mountains, valleys and hills are formed -To know the different types of mountains (fold, volcanic, fault block) -Know and explain the main features of mountains -Understand the effects of mountains on climate -To understand patterns of volcanic activity and where they are located. To understand what volcanoes are and the causes of volcanoes			
Locational knowledge	-Develop an awareness of where places are in relation to themselves and the wider world.	- Talk about how people travel from Braintree to other towns or London. -Locate the UK on the world map and a globe -Understand the UK is part of Europe and identify nearby countries	-Recognise that countries have different landscapes and climates -Recognise that not all countries have the same weather -Identify and label the five oceans on a world map -Understand the oceans connect the continents	-Describe what the Equator represents.		- Name and locate the key countries of North and South America -To understand that USA is split into states -To identify the key features and climate of America -To understand how the climate differs in certain countries -To understand that location affects climate -To understand that different states have different rules -To understand how life varies in different states - Know how time zones work	-To understand how weather varies across the world -Understand how climate is affected by location -Explain the process of climate change -Understand how different countries are tackling climate change -Understand different climate zones and where they are.

						-Know about the Greenwich meridian -Understand the trade links between the UK and a specific country. -Know some exports of the UK and some products we need to import.	
Comparative skills	-Compare places, environments and ways of life	- Compare explore different counties and what makes them different to Essex -Compare landscapes, flags and landmarks	-Compare what different physical features look like in Europe and how people live there. -Compare similarities and differences between Europe and England -Compare how people live, travel, work in cities. -Compare photos of European weather -Compare the weather in another European country to the UK -Draw conclusions about how people adapt to their climates	-Compare daily life, homes, animals, and climate using evidence from photos, maps, and temperature charts --Make comparisons between the types of rainforests	-Understands the reasons for and the effects of deforestation.	-Make comparisons between human and physical features -Know the differences between raw materials and products and that these can come from different places.	-To compare types of energy
Environmental geography			-Identify the four seasons in the UK and describe the typical weather for each season -Recognise that continents have many types of environments -Identify similarities and differences in landscapes, climates and animals --Discuss looking after our world (pollution, recycling, protecting habitats)	-Understand how climate change affects mountains. -Know how mountains affect flora and fauna. -Know how mountains provide natural resources.	-Ask and respond to geographical questions -Identify climate and weather changes on each layer -Understand how climate affects the wildlife and plants within the forest -Identify wildlife and plants found on each layer -Understand the diversity of species -Know about the flora and fauna of a rainforest.	-To understand that location affects climate -To understand how the climate differs in certain countries	-Know the difference between weather and climate. -Understand where extreme weather happen in the world and discuss the impact they have on the environment -Understand what climate change is and how it occurs -Know about the biomes of the world and how these are linked to specific climates.

					-Know how plants have adapted to survive in the rainforest		-To know what a biome is and understand how biomes, differ
Geographical reasoning				-Use evidence from previous lessons to support reasoning.	-Give geographical reasons for and against living in a location -Ask and respond to geographical questions	-Explore the challenges involved in living in the locality	- Understand how some forms of energy are better than others and explain how humans use of energy can cause an impact -Understand how flora differs from location to location -Research key human and physical features of an area
Evaluation				-Reflect on how location, weather, and landscape influence where people live from around the world. -Engage in reasoned discussions and use evidence to build a viewpoint	-Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. -Gain an understanding of what it would feel like to be in a rainforest		-To research methods to slow down climate change

Substantive Concepts

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place	Local area	Local area	Hot and cold places	The World	Rainforests	The Americas	Our planet
	Map skills	The UK	Human and Physical geography				
			Continents and oceans				
Location	Map skills	Local area	Hot and cold places	The World	Rainforests	The Americas	Our planet
		The UK	Continents and oceans				
Environment	Local area		Human and Physical geography	Mountains, Volcanoes and Earthquakes	Rainforests	Rivers and Trade	Environmental change
			Hot and cold places				
Physical features		Local area	Human and Physical geography	Mountains, Volcanoes and Earthquakes	Rainforests	Rivers and Trade	Environmental changes
		The UK	Continents and oceans				
Human features		Local area	Hot and cold places	The World	Settlements	The Americas	Environmental changes
		The UK					
Weather				The World		The Americas	Our planet
Climate			Hot and cold places	The World	Rainforests	The Americas	Our planet
			Continents and oceans				
Land use		Local area	Human and Physical geography		Settlements	Rivers and trade	
Settlement	Local Area	Local Area	Human and physical geography		Settlements	The Americas	Environmental changes
Natural processes			Human and physical geography	Mountains, Volcanoes and Earthquakes		Rivers and Trade	Environmental changes
			Hot and cold places				
Diversity			Hot and cold places	The World	Rainforest	The Americas	Our planet
			Continents and oceans				
Region		The UK	Continents and oceans	The World	Rainforests	The Americas	Our planet
Resources					Rainforests	Rivers and Trade	Environmental changes
Change	Local area		Hot and cold places	Mountains, Volcanoes and Earthquakes	Settlements	Rivers and Trade	Environmental changes
Sustainability					Rainforests	Rivers and Trade	Our planet
							Environmental changes