



# Geography progression of knowledge and skills

EYFS – YEAR 6  
ROWENA KAMINSKI

## EYFS

### EYFS – *Knowledge and Understanding*





Year Group	Context /Theme	Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical Enquiry, Skills and Fieldwork
<b>EYFS</b>  30-50 mths 40-60 mths ELG	Me and my family and my home	Talk about where they live – <b>England, Shropshire, Whitchurch, Tilstock</b>	<ul style="list-style-type: none"> <li>Talk about their homes and families</li> <li>Identify the main features of their immediate environment –school, home</li> <li>Find their way around school – showing and awareness of where things belong and the people within the school</li> </ul>	<ul style="list-style-type: none"> <li>Begin naming features of the local environment – school, home, house, road, park</li> <li>Make observations of the local environment and explain why some things occur and talk about change</li> <li>Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc</li> <li>Looks closely at similarities, differences, patterns &amp; change.</li> <li><b>Exceeding: ch to know that the environment &amp; living things are influenced by human activity.</b></li> </ul>	<ul style="list-style-type: none"> <li>Make basic observations of the local environment</li> <li>Use everyday language to talk about distance and relative positions (behind, next to) in the local environment</li> <li>Make attempts to draw simple features in their familiar environment and imaginary places</li> <li>Identify a map</li> <li>Make attempts at drawing a map of a familiar or imaginary place</li> <li>Exceeding: Describe some actions which people in their own community do that help maintain the area they live in.</li> </ul>

Area of Learning	Summary of Development Matters statements for ‘Observing what children are learning’	Classroom activities
<b>Understanding of the World</b>	<p><b>30-50mths: To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</b></p> <ul style="list-style-type: none"> <li>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>To talk about why things happen and how things work.</li> <li>To develop an understanding of growth, decay and changes over time.</li> <li>To show care and concern for living things and the environment.</li> </ul> <p><b>40-60mths: To look closely at similarities, differences, patterns and change.</b></p> <p><b>ELG: To know about similarities and differences in relation to places, objects, materials and living things.</b> They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<ul style="list-style-type: none"> <li>Use the local area for exploring both the built and the natural environment.</li> <li>Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.</li> <li>Provide play maps and small world equipment for children to create their own environments.</li> </ul> <p>Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</p> <ul style="list-style-type: none"> <li>Provide stories that help children to make sense of different environments.</li> <li>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</li> <li>Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors</li> </ul>
<b>People and Communities</b>	<p><b>ELG: To talk about past and present events in their own lives and in the lives of family members.</b></p> <ul style="list-style-type: none"> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</li> </ul> <p>Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.</p> <ul style="list-style-type: none"> <li>Make a display with the children, showing all the people who make up the community of the setting.</li> <li>Share stories that reflect the diversity of children’s experiences.</li> <li>Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.</li> </ul>
<b>Understanding and Speaking</b>	<p>Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</p> <ul style="list-style-type: none"> <li>Responds to simple instructions, e.g. to get or put away an object.</li> <li>Beginning to understand ‘why’ and ‘how’ questions.</li> <li>Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>Builds up vocabulary that reflects the breadth of their experiences.</li> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul> <p><b>ELG: Children answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</b></p>	<p>Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books.</p> <ul style="list-style-type: none"> <li>Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character. Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts.</li> <li>Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.</li> <li>Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.</li> </ul>
<b>Shape, space and measure</b>	<ul style="list-style-type: none"> <li>Can describe their relative position such as ‘behind’ or ‘next to’.</li> </ul>	

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.

## KS1

Year 1 – *Knowledge and Understanding*

Year Group	Theme (2 year rolling programme)	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.	Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.
1	 <b>Autumn:</b> Exploring around Shropshire  OR Our Capital City ( link to the Royal family Geography unit) Where do the Royal family live in the UK?	<p><b>Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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</p>	<p><b>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:  key physical features, including: forest, hill, mountain, soil, valley, vegetation,.  key human features, including: city, town, village, factory, farm, house, office.</p>	<p><b>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</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..</p>
	 <b>Spring:</b> <b>Oceans, rivers and lakes</b>  The Titanic – where did she sail? Where was she built? Why did she sink?			
	 OR WW2 - Coasts and cliffs! Dover to Calais			
	 <b>Summer:</b> <b>Seaside Holidays- country to coast</b>  Llandudno OR Cornwall (The Mousehole Cat)			

## KS1






### Year 2 – *Knowledge and Understanding*

Year Group	Theme	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.	Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.
<b>2</b>	<p><b>Autumn:</b> Exploring around Shropshire</p> <p>OR</p> <p>Our Capital City ( link to the Royal family Geography unit) Where do the Royal family live in the UK?</p> <p><b>Spring:</b> <b>Oceans, rivers and lakes</b></p> <p>The Titanic – where did she sail? Where was she built? Why did she sink?</p> <p>OR</p> <p>WW2 Dover to Calais</p> <p><b>Summer:</b> <b>Seaside Holidays- country to coast</b></p> <p>Llandudno</p> <p>OR</p> <p>Cornwall (The Mousehole Cat)</p>	<p><b>Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>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 concentrating on islands and sea sides</p>	<p><b>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</b></p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</b></p> <p>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.</p> <p>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.</p>

## KS2

### Year 3 – *Knowledge and Understanding*

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.

Year Group	Theme	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.	Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.
<b>3</b>     	<b>Autumn:</b> <b>Local history study</b> <b>Shropshire/welsh hills (Shropshire discovery centre)</b> <b>OR</b> <b>Ironbridge</b> <b>Spring:</b> <b>Natural disasters – volcanoes and earthquakes</b> <b>OR</b> <b>Explorers – link to Tudors ( Sir Francis Drake)</b> <b>The journey of the banana!</b> <b>Summer</b> <b>Journey of the Vikings!</b> <b>OR</b> <b>Rainforests &amp; Rivers</b> <b>River study- The River Severn to the River Nile</b>	<p>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</p> <p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p>	<p>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.</p> <p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science:rock types.</p> <p>Human geography including trade links</p>	<p>Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



## KS2

### Year 4 – *Knowledge and Understanding*

Year Group	Theme	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.	Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.
<b>4</b>	<p><b>Autumn:</b></p> <p><b>Local history study</b></p> <p><b>Shropshire/welsh hills (Shropshire discovery centre)</b></p> <p><b>OR</b></p> <p><b>Ironbridge</b></p> <p><b>Spring:</b></p> <p><b>Natural disasters – volcanoes and earthquakes</b></p> <p><b>OR</b></p> <p><b>Explorers – link to Tudors</b></p> <p><b>Summer</b></p> <p><b>Journey of the Vikings!</b></p> <p><b>OR</b></p> <p><b>Rainforests - River study- local to River Nile</b></p>	<p>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in/around Shropshire.</p> <p>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 within North or South America.</p>	<p>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

## KS2

### Year 5 – *Knowledge and Understanding*

Year Group	Theme	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.	Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.
5	<p><b>Autumn</b></p> <p><b>Tribes settlements and Fairtrade</b> Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; how the land use of Scandinavia and UK influenced invasion and settlement</p> <p>OR</p> <p><b>Earth &amp; Space</b></p> <p><b>Spring</b></p> <p><b>The River Nile</b></p> <p>OR</p> <p><b>The Roman Empire-</b> Wroxeter / Chester – roads, cities,</p> <p><b>Summer</b></p> <p><b>AMERICA!</b></p> <p>OR</p> <p><b>Hunter-Gatherers-</b> Their journey across Asia and Europe. The Shropshire Hills Discovery Centre. Stonehenge, Soulton Hall Long Barrow.</p>	<p>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</p> <p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p>	<p>Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.</p> <p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and the rest of the world</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p><b>Types of settlements linked to History.</b></p>	<p>Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

## KS2

Year 6 – *Knowledge and Understanding*

Year Group	Theme	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.	Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.
6	<p><b>Autumn</b></p> <p><b>Tribes settlements and Fairtrade</b> Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; how the land use of Scandinavia and UK influenced invasion and settlement</p> <p>OR</p> <p><b>Earth &amp; Space</b></p> <p><b>Spring</b></p> <p><b>The River Nile</b></p> <p>OR</p> <p><b>The Roman Empire-</b> Wroxeter / Chester</p> <p><b>Summer</b></p> <p><b>AMERICA!</b></p> <p>OR</p> <p><b>Hunter-Gatherers-</b> Their journey across Asia and Europe. The Shropshire Hills Discovery Centre. Stonehenge, Souldon Hall Long Barrow.</p>	<p>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</p> <p>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.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>Understand some of the reasons for similarities and differences.</p>	<p>Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.</p> <p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy (link with History and D&amp;T)</p>	<p>Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.</p> <p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



## History progression EYFS to year 6