

# Geography – Progression of Knowledge and Skills

|           | EYFS   | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6   |
|-----------|--|---|--|---|--|---|--|
| Aspect:   | <b>Significant Places</b>  |   |  |   |  |   |  |
| Knowledge | <p><u>Nursery</u><br/>Everyone will have places that are important to them such as their home, a holiday destination or somewhere they like to visit, such as a park.</p> <p><u>Reception</u><br/>A place can be important because of its location, use, buildings or landscape.</p> | <p>A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past.</p> | <p>A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.</p> | <p>Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.</p> | <p>Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.</p> | <p>Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.</p> | <p>North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).</p> |
| Skills    | <p><u>Nursery</u><br/>Talk about and ask questions about places that are important to them.</p>  | <p>Name important buildings and places and explain their importance.</p>  | <p>Name, locate and explain the significance of a place.</p>   | <p>Name and locate significant volcanoes and plate boundaries and</p>   | <p>Name, locate and explain the importance of significant mountains or rivers.</p>   | <p>Identify some of the problems of farming in a developing country and report on ways</p>  | <p>Name, locate and explain the distribution of significant industrial, farming</p>  |

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|                  | <u>Reception</u><br>Discuss and describe places that are important to them.<br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps. |   |  | explain why they are important.   |   | in which these can be supported.  | and exporting regions around the world.   |
|                  | <b>EYFS</b>  | <b>Year 1</b>   | <b>Year 2</b>  | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
| <b>Aspect:</b>   | <b>Geographical Change</b>   |   |  |   |   |   |   |
| <b>Knowledge</b> | <u>Nursery</u><br>Some things change as they get older.<br><br><u>Reception</u><br>Some things in the local environment change as they get older.  | Geographical features can change over time.                         | An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding. | Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. | Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. | Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city. | Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries. |
| <b>Skills</b>    | <u>Nursery</u><br>Notice and talk about how things have changed in the local environment.  | Describe how a place or geographical feature has changed over time. | Describe how an environment has or might change over time.   | Describe how a significant geographical activity has changed a landscape in the short or long term.   | Explain how the physical processes of a river, sea or ocean have changed a landscape over time.   | Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).   | Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.   |

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|                  | <u>Reception</u><br>Discuss how the local environment has changed over time using photographs and first-hand experiences.   |   |   |  |   |  |  |
|                  | <b>EYFS</b>   | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>  |
| <b>Aspect:</b>   | <b>World</b>  |   |   |  |   |  |  |
| <b>Knowledge</b> | <u>Nursery</u><br>The world has lots of different places.<br><br><u>Reception</u><br>Globes and maps can show us the location of different places around the world. | A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. | An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. | Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia. | The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. | Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia. | Geographical interconnections are the ways in which people and things are connected. |

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| <p><b>Skills</b></p>    | <p><u>Nursery</u><br/>Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.</p> <p><u>Reception</u><br/>Begin to notice and talk about the different places around the world, including oceans and seas.</p> | <p>Name and locate the world's seven continents and five oceans on a world map.</p>   | <p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p>                                  | <p>Locate countries and major cities in Europe (including Russia) on a world map.</p>   | <p>Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</p>   | <p>Name, locate and describe major world cities.</p>                                    | <p>Explain interconnections between two or more areas of the world.</p>  |
|                         | <p><b>EYFS</b></p>   | <p><b>Year 1</b></p>  | <p><b>Year 2</b></p>   | <p><b>Year 3</b></p>  | <p><b>Year 4</b></p>   | <p><b>Year 5</b></p>  | <p><b>Year 6</b></p>   |
| <p><b>Aspect:</b></p>   | <p><b>UK</b></p>   |   |  |   |  |   |  |
| <p><b>Knowledge</b></p> | <p><u>Nursery</u><br/>A globe shows us what planet Earth looks like.</p> <p><u>Reception</u><br/>A globe and some maps show all the countries on Earth.</p>  | <p>The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of</p> | <p>The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.</p> | <p>Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.</p> | <p>Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.</p> | <p>Relative location is where something is found in comparison with other features.</p> | <p>A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another.</p> |

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|                  |  | Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. |   |  |   |  |  |
| <b>Skills</b>    | <u>Nursery</u><br>Show an interest in the place they live on a map or globe.<br><br><u>Reception</u><br>Identify the United Kingdom on a world map or globe.   | Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.  | Identify characteristics of the four countries and major cities of the UK.  | Name, locate and describe some major counties and cities in the UK.  | Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.   | Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.                | Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.   |
|                  | <b>EYFS</b>  | <b>Year 1</b>  | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>  |
| <b>Aspect:</b>   | <b>Compare and Contrast</b>  |  |   |  |   |  |  |
| <b>Knowledge</b> | <u>Nursery</u><br>Some people live differently in other places.<br><br><u>Reception</u><br>Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities. | Places can be compared by size, amenities, transport, location, weather and climate.   | A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain. | Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features | A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a | The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate. | Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. |

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|                  |  |  |  | include houses, factories and train stations.                           | physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. |  |  |
| <b>Skills</b>    | <p><u>Nursery</u><br/>Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources.</p> <p><u>Reception</u><br/>Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.</p> | Identify the similarities and differences between two places.                        | Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. | Classify, compare and contrast different types of geographical feature. | Describe and compare aspects of physical features.   | Identify and describe the similarities and differences in physical and human geography between continents. | Describe the climatic similarities and differences between two regions.    |
|                  | <b>EYFS</b>  | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| <b>Aspect:</b>   | <b>Climate and Weather</b>   |  |  |   |  |  |  |
| <b>Knowledge</b> | <p><u>Nursery</u><br/>Changes in the local environment, such as leaves changing colour or the</p>  | There are four seasons in the UK: spring, summer, autumn and winter. Each season has | A weather pattern is a type of weather that is repeated.   | Excessive precipitation includes thunderstorms, downbursts,             | Climatic variation describes the changes in weather patterns or the average weather  | Changes to the weather and climate (temperature, weather patterns  | Climate and extreme weather can affect the size and nature of settlements, |

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|                  | <p>number of people outside, occur with the passing of the seasons.</p> <p><u>Reception</u><br/>There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns.</p> | <p>typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.</p> |   | <p>tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.</p> | <p>conditions of a country or continent.</p>                         | <p>and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.</p> | <p>shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources.</p> |
| <b>Skills</b>    | <p><u>Nursery</u><br/>Notice ways that the local environment changes during different seasons.</p> <p><u>Reception</u><br/>Record observations about the way the local environment changes throughout each season.</p>         | <p>Identify patterns in daily and seasonal weather.</p>  | <p>Describe simple weather patterns of hot and cold places.</p>                 | <p>Explain how the weather affects the use of urban and rural environments.</p>                     | <p>Explain climatic variations of a country or continent.</p>        | <p>Explain how the climate affects land use.</p>  | <p>Evaluate the extent to which climate and extreme weather affect how people live.</p>  |
|                  | <b>EYFS</b>  | <b>Year 1</b>  | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>  |
| <b>Aspect:</b>   | <b>Physical Features</b>   |  |   |   |  |   |  |
| <b>Knowledge</b> | <p><u>Nursery</u><br/>Common physical features include</p>   | <p>Physical features are naturally-created features of the Earth.</p>  | <p>A physical feature is one that forms naturally, and can change over time</p> | <p>A volcano is an opening in the Earth's surface from which gas, hot</p>                           | <p>Mountains form over millions of years. They are made when the</p> | <p>North America is broadly categorised into six major biomes: tundra,</p>  | <p>The Arctic is a sea of ice surrounded by land and located at the highest</p>  |

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|                      | <p>fields, rivers and hills.</p> <p><u>Reception</u><br/>Large physical features include rivers, mountains, oceans and the coastline.</p>                                      |   | <p>due to weather and other forces.</p>   | <p>magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.</p> | <p>Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.</p> | <p>coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.</p>    | <p>latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.</p> |
| <p><b>Skills</b></p> | <p><u>Nursery</u><br/>Name some physical features in the immediate environment.</p> <p><u>Reception</u><br/>Name some common physical features in the locality and beyond.</p> | <p>Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> | <p>Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> | <p>Describe the parts of a volcano or earthquake.</p>  | <p>Identify, describe and explain the formation of different mountain types.</p>   | <p>Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.</p> | <p>Compare and describe physical features of polar landscapes.</p>   |



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| Aspect:   | Human Features and Landmarks   |   |   |  |  |   |   |
| Knowledge | <p><u>Nursery</u><br/>Human features of the immediate environment include the school, the playground, streets and houses.</p> <p><u>Reception</u><br/>Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship.</p> | Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location. | Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. | Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture. | Human features can be interconnected by function, type and transport links.                    | Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations. | The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. |
| Skills    | <p><u>Nursery</u><br/>Notice and begin to name different man-made features in the immediate environment, including the school grounds, local</p>   | Name and describe the purpose of human features and landmarks.  | Use geographical vocabulary to describe how and why people use a range of human features.   | Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.                            | Describe a range of human features and their location and explain how they are interconnected. | Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.  | Explain how humans function in the place they live.   |

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|                  | streets and the place they live.<br><br><u>Reception</u><br>Name and talk about man-made features in the local environment, including shops, houses, streets and parks.  |   |  |  |   |   |  |
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| <b>Aspect:</b>   | <b>Position</b>  |   |  |  |   |   |  |
| <b>Knowledge</b> | <u>Nursery</u><br>Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind and in front of.<br><br><u>Reception</u><br>Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind, in front of, in between, above, below and underneath. | Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. | The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another. | The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. | The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). | Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. | Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area. |

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| <p><b>Skills</b></p> <p><u>Nursery</u><br/>Discuss routes and locations and use and understand some positional language.</p> <p><u>Reception</u><br/>Use simple positional language to describe where things are in relation to each other and give directions.</p> | <p>Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p>                                    | <p>Use simple compass directions to describe the location of features or a route on a map.</p>   | <p>Use the eight points of a compass to locate a geographical feature or place on a map.</p>  | <p>Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.</p>   | <p>Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p>  | <p>Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p>  |                      |
|   | <p><b>EYFS</b></p>   | <p><b>Year 1</b></p>   | <p><b>Year 2</b></p>  | <p><b>Year 3</b></p>   | <p><b>Year 4</b></p>  | <p><b>Year 5</b></p>  | <p><b>Year 6</b></p> |
| <p><b>Aspect:</b></p>   | <p><b>Maps</b></p>   |  |   |  |   |   |                      |
| <p><b>Knowledge</b></p> <p><u>Nursery</u><br/>We use maps to help us get somewhere.</p> <p><u>Reception</u><br/>A map is a picture or drawing of an area of land or sea.</p>  | <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.</p> | <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> | <p>A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.</p> | <p>A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed</p> | <p>The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close</p> | <p>A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.</p> |                      |

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|                  |   |  |   |   | information about locations on a map.   | together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.  |  |
| <b>Skills</b>    | <u>Nursery</u><br>Describe a familiar route and use maps as part of role play.<br><br><u>Reception</u><br>Make and use simple maps in their play to represent places and journeys, real and imagined. | Draw or read a simple picture map.   | Draw or read a range of simple maps that use symbols and a key.   | Use four-figure grid references to describe the location of objects and places on a simple map.           | Use four or six-figure grid references and keys to describe the location of objects and places on a map.  | Identify elevated areas, depressions and river basins on a relief map.   | Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. |
|                  | <b>EYFS</b>   | <b>Year 1</b>  | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>  |
| <b>Aspect:</b>   | <b>Geographical Resources</b>   |  |   |   |   |  |  |
| <b>Knowledge</b> | <u>Nursery</u><br>Photographs remind us of places we have been.<br><br><u>Reception</u><br>Maps and photographs can be used to show key features of the local environment.                            | An aerial photograph or plan perspective shows an area of land from above. | An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). | Maps, globes and digital mapping tools can help to locate and describe significant geographical features. | An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. | Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. | Satellite images are photographs of Earth taken by imaging satellites.   |
| <b>Skills</b>    | <u>Nursery</u><br>Identify simple geographical  | Identify features and landmarks on an aerial                               | Study aerial photographs to describe the  | Analyse maps, atlases and globes, including digital   | Study and draw conclusions about places and   | Analyse and compare a place, or places, using aerial   | Use satellite imaging and maps of different scales   |

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|                  | <p>features in a photograph.</p> <p><u>Reception</u><br/>Use photographs and maps to identify and describe human and physical features from their locality.</p>   | <p>photograph or plan perspective.</p>   | <p>features and characteristics of an area of land.</p>                                      | <p>mapping, to locate countries and describe features studied.</p>                  | <p>geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p>    | <p>photographs. atlases and maps.</p>  | <p>to find out geographical information about a place.</p>   |
|                  | <b>EYFS</b>   | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>  |
| <b>Aspect:</b>   | <b>Data Analysis</b>  |  |  |   |   |  |  |
| <b>Knowledge</b> | <p><u>Nursery</u><br/>Geographical information can be collected using object-based pictograms.</p> <p><u>Reception</u><br/>Geographical information can be collected by using simple tally charts and pictograms.</p> | <p>Data is information that can be collected and used to answer a geographical question.</p> | <p>Data can be recorded in different ways, including tables, charts and pictograms.</p>      | <p>Primary data includes information gathered by observation and investigation.</p> | <p>Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.</p> | <p>Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.</p> | <p>Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).</p> |
| <b>Skills</b>    | <p><u>Nursery</u><br/>Use small world toys, such as cars and model houses,</p>  | <p>Collect simple data during fieldwork activities.</p>                                      | <p>Collect and organise simple data in charts and tables from primary sources (fieldwork</p> | <p>Analyse primary data, identifying any patterns observed.</p>                     | <p>Collect and analyse primary and secondary data, identifying and analysing patterns</p>                                     | <p>Summarise geographical data to draw conclusions.</p>  | <p>Analyse and present increasingly complex data, comparing data from different</p>  |

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|                  | to represent data from the locality.<br><br><u>Reception</u><br>Begin to collect simple geographical data during fieldwork activities.  |   | and observation) and secondary sources (maps and books).  |   | and suggesting reasons for them.  |  | sources and suggesting why data may vary.  |
|                  | <b>EYFS</b>   | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>  |
| <b>Aspect:</b>   | <b>Environment</b>  |   |   |   |   |  |  |
| <b>Knowledge</b> | <u>Nursery</u><br>It is everybody's responsibility to look after the environment.<br><br><u>Reception</u><br>Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground. | Litter and pollution have a harmful effect on the areas where we live, work and play. | The local environment can be improved by picking up litter, planting flowers and improving amenities. | The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. | Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life. | The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. | Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming. |

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| <b>Skills</b>    | <u>Nursery</u><br>Show care for living things and the environment.<br><br><u>Reception</u><br>Describe ways to look after the immediate environment.                              | Describe how pollution and litter affect the local environment and school grounds.   | Describe ways to improve the local environment.  | Identify the five major climate zones on Earth.                                  | Describe altitudinal zonation on mountains.  | Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.   | Explain how climate change affects climate zones and biomes across the world.  |
|                  | <b>EYFS</b>   | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| <b>Aspect:</b>   | <b>Fieldwork</b>  |  |  |  |  |  |  |
| <b>Knowledge</b> | <u>Nursery</u><br>Fieldwork is used to collect information.<br><br><u>Reception</u><br>Fieldwork includes going on walks and visits to collect information about the environment. | Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. | Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. | The term geographical evidence relates to facts, information and numerical data. | Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis. | A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment. | Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. |
| <b>Skills</b>    | <u>Nursery</u><br>Take part in simple fieldwork activities, such as helping to take photographs   | Carry out fieldwork tasks to identify characteristics of the school grounds or locality.   | Ask and answer simple geographical questions through observation or simple data  | Gather evidence to answer a geographical question or enquiry.                    | Investigate a geographical hypothesis using a range of fieldwork techniques.   | Construct or carry out a geographical enquiry by gathering and   | Ask and answer geographical questions and hypotheses using a range of fieldwork  |

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|                  | or recording simple data.<br><br><u>Reception</u><br>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.  |   | collection during fieldwork activities.   |  |   | analysing a range of sources.  | and research techniques.  |
|                  | <b>EYFS</b>   | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>   |
| <b>Aspect:</b>   | <b>Location</b>   |   |   |  |   |  |   |
| <b>Knowledge</b> | <u>Nursery</u><br>The weather, plants and animals in other places can be different.<br><br><u>Reception</u><br>The weather, plants and animals in the UK will be different to those in another country. | Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. | The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. | Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. | The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. | The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later. | The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. |



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| <p><b>Skills</b></p>    | <p><u>Nursery</u><br/>Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories.</p> <p><u>Reception</u><br/>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> | <p>Locate hot and cold areas of the world in relation to the equator.</p>   | <p>Locate the equator and the North and South Poles on a world map or globe.</p>  | <p>Locate significant places using latitude and longitude.</p>  | <p>Identify the location of the Tropics of Cancer and Capricorn on a world map.</p>   | <p>Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).</p>  | <p>Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> |
|                         | <p><b>EYFS</b></p>   | <p><b>Year 1</b></p>  | <p><b>Year 2</b></p>  | <p><b>Year 3</b></p>  | <p><b>Year 4</b></p>  | <p><b>Year 5</b></p>  | <p><b>Year 6</b></p>  |
| <p><b>Aspect:</b></p>   | <p><b>Settlements and Land Use</b></p>   |   |   |   |   |   |   |
| <p><b>Knowledge</b></p> | <p><u>Nursery</u><br/>Places in the local environment are not always the same.</p> <p><u>Reception</u><br/>An environment describes where a human, plant or animal lives.</p>  | <p>A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.</p> | <p>Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.</p> | <p>Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.</p> | <p>Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.</p> | <p>Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat,</p> | <p>Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.</p>  |

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|                  |   |   |   |  |   | barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs. |   |
| <b>Skills</b>    | <u>Nursery</u><br>Say how two places in the immediate environment are the same or different.<br><br><u>Reception</u><br>Describe a contrasting environment to their own.    | Identify the characteristics of a settlement. | Describe the size, location and function of a local industry.   | Describe the type and characteristics of settlement or land use in an area or region.  | Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.   | Describe in detail the different types of agricultural land use in the UK.  | Describe the distribution of natural resources in an area or country.   |
|                  | <b>EYFS</b>   | <b>Year 1</b>                                 | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
| <b>Aspect:</b>   | <b>Physical Processes</b>   |   |   |  |   |   |   |
| <b>Knowledge</b> | <u>Nursery</u><br>Wind and rain can affect the local environment in different ways. The wind can blow trees down and heavy rain can cause flooding.<br><br><u>Reception</u> | Weather is a physical process.                | Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including | Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is | Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and | Soil fertility, drainage and climate influence the placement and success of agricultural land.  | Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, |

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|                  | All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen. |   | waves, floods, rivers and rainfall.   | called the epicentre.  | collection. During the water cycle, water changes state due to heating and cooling.  |  | such as earthquakes or volcanic eruptions.   |
| <b>Skills</b>    | <u>Nursery</u><br>Notice how the wind and rain can affect the local environment.<br><br><u>Reception</u><br>Describe how different types of weather affect the local environment.               | Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.   | Describe, in simple terms, the effects of erosion.  | Explain the physical processes that cause earthquakes and volcanic eruptions.  | Use specific geographical vocabulary and diagrams to explain the water cycle.  | Describe how soil fertility, drainage and climate affect agricultural land use.  | Describe the physical processes, including weather, that affect two different locations.   |
|                  | <b>EYFS</b>   | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| <b>Aspect:</b>   | <b>Natural and Man-Made Materials</b>   |   |   |  |  |  |  |
| <b>Knowledge</b> | <u>Nursery</u><br>Some materials are natural and others are man-made.<br><br><u>Reception</u><br>Natural materials include wood, stone and sand. Man-made materials include metal,              | A material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural | Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and man-made materials are used | There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and | Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and | The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling | The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs. |

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|                      | <p>plastic, glass and fabric. Materials can be used to build and make things.</p>  | <p>materials but have been changed to have different properties.</p> | <p>to make human features.</p>  | <p>becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.</p> | <p>stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.</p> | <p>hydrology (water) and potential soil erosion.</p>   |   |
| <p><b>Skills</b></p> | <p><u>Nursery</u><br/>Notice natural and man-made materials in the environment.</p> <p><u>Reception</u><br/>Name some natural and man-made materials in the environment.</p> | <p>Identify natural and man-made materials in the environment.</p>   | <p>Describe the properties of natural and man-made materials and where they are found in the environment.</p> | <p>Name and describe the types, appearance and properties of rocks.</p>   | <p>Describe and explain the transportation of materials by rivers.</p>   | <p>Explain how the topography and soil type affect the location of different agricultural regions.</p> | <p>Explain how the presence of ice makes the polar oceans different to other oceans on Earth.</p> |

|           | EYFS   | Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6   |
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| Aspect:   | Sustainability   |   |   |  |  |  |  |
| Knowledge | <p><u>Nursery</u><br/>A natural environment is not touched by humans.</p> <p><u>Reception</u><br/>A natural environment includes living and non-living things.</p> | <p>Natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully.</p> | <p>Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.</p> | <p>A person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.</p> | <p>The environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy.</p> | <p>Industries can make their manufacturing processes more sustainable and better for the environment by using renewable energy sources, reducing, reusing and recycling and sharing resources.</p> | <p>Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future.</p> |
| Skills    | <p><u>Nursery</u><br/>Identify some natural environments.</p> <p><u>Reception</u><br/>Identify living and non-living things in a natural environment.</p>          | <p>Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.</p>   | <p>Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.</p>   | <p>Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.</p>  | <p>Describe how natural resources can be harnessed to create sustainable energy.</p>   | <p>Identify and explain ways that people can improve the production of products without compromising the needs of future generations.</p>  | <p>Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.</p>   |