



## Geography Knowledge and Skills Progression Map

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.
Year R	<p><b>Term 1</b> <b>All about me</b></p> <p><b>Term 6</b> <b>The beach</b> Knowledge and skills developed through the year using Development Matters understanding of the world People and communities.</p>	<p>Talk about their homes and families</p> <ul style="list-style-type: none"> <li>Identify the main features of their immediate environment – school, home</li> </ul> <p>Comparing their homes to other people’s homes.</p> <ul style="list-style-type: none"> <li>Find their way around school – showing and awareness of where things belong and the people within the school.</li> </ul> <p>Talk about where they live.</p>	<p>Begin naming features of the local environment – school, home, house, road, park</p> <ul style="list-style-type: none"> <li>Make observations of the local environment and explain why some things occur and talk about change. Talking about changes in the weather and seasons.</li> <li>Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc</li> <li>Looks closely at similarities, differences, patterns &amp; change.</li> <li>To know that the environment &amp; living things are influenced by human activity.</li> </ul>	<p>Make basic observations of the local environment</p> <ul style="list-style-type: none"> <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 maps in different stories and within the environment.</li> <li>Make attempts at drawing a map of a familiar or imaginary place.</li> <li>Describe some actions which people in their own community do that help maintain the area they live in.</li> </ul> <p>Think critically about how to travel to different destinations using the most appropriate transport.</p>
Year 1	<p><b>Autumn</b> <b>Term 1</b> <b>Our Local Area</b></p> <p><b>Spring</b> <b>Term 3 &amp; 4</b> <b>Antarctica and Africa</b></p>	<p>Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To be covered in Our Local area topic.</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 to be covered in Antarctica and Africa</p>	<p>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.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom. Local Area topic.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To be covered in Antarctica and Africa. 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. Included in Local Area and Antarctica and Africa.</p>	<p>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.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Included in Local Area</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> <p>Included in Local Area. Devise a simple map; and use and construct basic symbols in a key which is to be covered in Local Area.</p>

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Year 2	<p><b>Term 3</b> <b>Cities</b></p> <p><b>Term 4 &amp; 5</b> <b>Travel</b></p>	<p>Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</p> <p>Name and locate the world's seven continents. Locate accurately using an atlas.</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>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.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Covered in 'castles' topic</p>	<p>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.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Covered through 'castles' topic (local area link) and Great Fire of London learning.</p> <p>Devise a simple map of Rochester and London (Great Fire of London link); 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>
Year 3	<p><b>Autumn</b> <b>Term 1</b> <b>Water, Water Everywhere</b></p> <p><b>Term 6</b> <b>Local Area</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>Locate and name the continents on a World Map. Explore atlases, globes and a range of maps. Locate and name the countries making up the British Isles, with their capital cities and locate and name the main counties and cities in England. Identify through the river topic.</p> <p>Types of settlements in modern Britain: villages, towns, cities and how land use has changed over time making links through our local area study.</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 seas. Human geography including landmarks and trade linked to our river topic. Identify global warming patterns through our water, water everywhere topic.</p> <p>Compare changes over time in our local area study. Explore the heritage of a nation.</p>	<p>Investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images, Google maps and Google Earth and aerial photos. Express opinions and recognise others may think differently</p> <p>Use maps, atlases, globes and computer mapping (Google Earth) to locate countries and describe features studied. Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps linked to our local river Medway, weather maps and graphs linked to floods and drought around the world. Learn the 8 points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key using OS maps.</p>

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Year 4	<b>Term 2&amp;3</b>  <b>Exploring our planet earth: North &amp; South America</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>Revisit continents. Locate the main countries of North and South America. In the North and South America project. Plot and locate mountains around the world.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within 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. <b>They become more adept at comparing places, and understand some reasons for similarities and differences.</b></p> <p>Describe and understand key aspects of : Physical geography including mountains, Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. This is explored through our North &amp; South America topic.</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 in North and South America.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the region of North and South America area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
Year 5	<b>Spring Term 4 &amp; 5</b>  <b>Polar Exploration</b>  <b>Summer Term 6</b> <b>Locations around Europe</b>	<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. Locate the main countries in Europe and North or South America. <b>Locate and name principal cities.</b></p> <p>On a world map, locate and compare and contrast different climate zones. Plot key features of Antarctic region. Identify the position and significance of latitude, longitude, hemisphere, tropics of cancer through polar exploration. Link to science night/day and Greenwich mean time. European countries locate capital cities. Locate and plot landmarks and physical features in Europe. Compare and contrast European cultures, population and religions.</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. <b>They show some understanding of the links between places, people and environments.</b></p> <p>Describe and understand key aspects of: Physical geography, including: climate zones. Identify patterns of migration linked to polar exploration. Impact of global warming and how we can make changes to improve conditions in the Antarctic region. Identify economic activity including trade links and distribution of natural resources, foods, water, minerals and energy through the European topic.</p>	<p><b>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.</b></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. (Europe)</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.</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>

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Year 6	<b>Term 4 &amp; 5</b> Rainforest  <b>Term 6</b> All About Me	<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. Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>On a world map locate the main countries in South America. Identify their main environmental regions, key physical and human characteristics, and major cities. Understand how these features have changed over time. Compare a region in the UK with a region in S. America with significant differences and similarities. Understand some of the reasons for similarities and differences. This is covered during Heritage week focusing on Mexico.</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>Changes over time - ariel photographs analysis of the rainforest deforestation and its impact.</p> <p>Human geography including trade between UK and Europe and the rest of the world Fair/unfair distribution of resources (Fairtrade).</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 during Rainforest lessons.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries covered in the Rainforest topic.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the area using a range of methods, including sketch maps, plans and graphs, and digital technologies. through our All about me topic.</p>