



## DOG KENNEL HILL PRIMARY SCHOOL

### Geography Progression of Knowledge and Skills

Knowledge /skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Skills and Fieldwork</b>	Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher.	Ask simple geographical questions e.g. What is it like to live in this place?	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.	Analyse evidence and draw conclusions e.g., make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.	Use fieldwork instruments e.g., camera, rain gauge at Deptford Creek.	Understand and use a widening range of geographical terms e.g., specific topic vocabulary – climate zones, biomes and vegetation belts, mountains, and the water cycle.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	Drawing some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Use simple maps of the local area e.g., large scale print, pictorial etc.	Use simple compass directions (North, South, East and West) and locational and directional language e.g., near and far; left and right, to describe the location of features and routes on a map.	Recognise that different people hold different views about an issue and begin to understand some of the reasons why.	Understand and use a widening range of geographical terms e.g., specific topic vocabulary – Meanders, Ox Bow Lakes.	Draw accurate maps with more complex keys.	Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.
	Beginning to look at and talk	Use locational language (e.g., near and far, left and right) to describe the location of features and routes.	Use simple compass directions (North, South, East and West) and locational and directional language e.g., near and far; left and right, to describe the location of features and routes on a map.	Communicate findings in ways appropriate to the task or for the audience.	Measure straight line distances using the appropriate scale.	Plan the steps and strategies for an enquiry.	Understand and use a widening range of geographical terms e.g., specific topic vocabulary –
		Make simple maps and plans e.g., pictorial place in a story.		Understand and use a widening range of geographical terms e.g., specific topic vocabulary –	Explore features on OS maps using 6 figure grid references.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of	



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	<p>about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p> <p>Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.</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. 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>magma, dormant, epicentre.</p> <p>Use basic geographical vocabulary such as volcano, earthquake.</p> <p>Make more detailed fieldwork sketches/diagrams.</p> <p>Use and interpret maps, globes, atlases to locate countries and key features.</p> <p>Use four figure grid references.</p> <p>Use the 8 points of a compass.</p> <p>Make plans and maps using symbols and keys.</p>		<p>methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>urban, rural, land, use, sustainability, trade links etc.</p>
<b>Locational Knowledge</b>	<p>Identifying land and water on a map or globe</p>	<p>Locating two of the world's seven continents on a world map. Locating two of</p>	<p>Locating all the world's seven continents on a world map.</p>	<p>Locating some counties in the UK (local to your school). Locating some cities in the UK</p>	<p>Finding the position of the Equator and describing how this impacts our environmental</p>	<p>Locating many counties in the UK. Locating many cities in the UK. Confidently</p>	<p>Identifying the location of the Prime/Greenwich Meridian and time zones (including</p>



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	<p>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)</p> <p>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of</p>	<p>the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in.</p> <p>Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city.</p>	<p>Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in.</p> <p>Locating the surrounding seas and oceans of the UK on a map of this area. Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.</p>	<p>(local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</p> <p>Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features.</p>	<p>regions. Finding lines of latitude and longitude on a globe and explaining why these are important.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle</p>	<p>locating the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.</p>	<p>day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.</p>



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	different places, even if used inaccurately (hill, field, building, road, house)						
<b>Human and Physical Geography</b>	Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them.	Describe seasonal weather changes.  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.	Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles.	Identify physical and human features of the locality.  Understand the effect of landscape features on the development of a locality.	Describing and understanding types of settlement and land use.  Explaining why a settlement and community has grown in a particular location.	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones.	Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years.
	Beginning to use the names of the seasons in the correct context.	Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and port.	Describing the key physical features of a coast using subject specific vocabulary.	Mapping and labeling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.	Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place.	Understanding some of the impacts and causes of climate change.	Describing the 'push' and 'pull' factors that people may consider when migrating.
	Making observations about the features of places (in stories, photographs or in the school grounds/local area). Making observations about the	Recognising some human features in their locality.	Describing the key physical features of a coast using subject specific vocabulary.	Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally.	Describing how humans can impact the environment both positively and negatively, using examples.	Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and	Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different



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	characteristics of places (in stories, photographs or in the school grounds/local area).		village. Describing the key human features of a coastal town using subject specific vocabulary	Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways.		solutions regarding an environmental issue and explaining its links to climate change.	places and environments.  Describing and explaining how humans can impact the environment both positively and negatively, using examples.
<b>Place Knowledge</b>	Discussing how environments in stories and images are different to the environment they live in.	Naming some key similarities between their local area and a small area of a contrasting non-European country.  Naming some key differences between their local area and a small area of a contrasting non-European country.	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European	Describing and beginning to explain similarities between two regions studied..  Describing how and why humans have responded in different ways to their local environments.  Discussing how climates have an impact on trade, land use and settlement.	Describing and beginning to explain similarities between two regions studied.  Describing how and why humans have responded in different ways to their local environments.  Discussing how climates have an impact on trade, land use and settlement.	Describing and explaining similarities between two environmental regions studied.  Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.  Understanding how climates impact on trade, land use and	Describing and explaining similarities between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.  Understanding how climates impact on trade, land use and



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			<p>country. Describing what physical features may occur in a hot place in comparison to a cold place.</p>	<p>Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p>	<p>Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p>	<p>land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.</p>	<p>settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.</p>
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