



St Mary's Catholic Academy - Geography Knowledge and Skills Progression



	Locational knowledge	Place knowledge	Environmental, human and physical	Geographical skills and fieldwork
F1	<p>Know road name. Know school name. Know we live in Nottingham. (pre KS1 LK ii)</p>	<p>Observe features in immediate environment by pointing/looking closely. Make observations about the local environment e.g. park, school, home, naming simple features e.g. trees, ground, wall, grass, road, church (pre KS1 PK i)</p>	<p>Use basic geographical vocabulary to describe home and school. (pre KS1 HP ii) Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow. (pre KS1 HP ii) Describe clothing needed based on weather. Begin to notice the difference between hot and cold seasons e.g. hot, cold, sunny, cloudy</p>	<p>Geographical enquiry – Ask & respond to simple questions about where they live & the world around them e.g. school environment (pre KS1 GSF i) To talk about things they observe around them e.g. at home or at school Directional/locational skills – Follow one step positional instructions e.g. stand up, sit down (pre KS1 GSF ii) Show an interest in maps and begin to look at features in a bird's eye view. Drawing maps/Representation – Begin to make marks to show home. Begin to make marks to show journeys. (pre KS1 GSF iii) Using maps – Make observations on local trips about what can be seen, naming features e.g. cars, house, road, shop. Use small world figures and objects in play. (pre KS1 GSF iv) Scale/Distance – Use words like big and small to describe the things around them.</p>
	<p>Vocabulary: park, school, home, ground, wall, grass, road, cold, hot, wet, snow, ice, sunny, cloudy, stand up, sit down, bird's eye view, cars, house, shop, big, small.</p> <p>Geography driver words: Look closely, ask and answer simple questions, name places/features</p>			
F2	<p>Know that they live in Nottingham. (F1) Know that St Mary's school is in Hyson Green. Know that they live in England. Know that they live on Earth. (pre KS1 LK ii)</p>	<p>Begin to compare features of different environments e.g. park compared to house, using some descriptive vocabulary to describe features e.g. tall tree, long wall. (F1) Begin to compare features of places e.g. town compared to country. Begin to look at places beyond their local environment. (pre KS1 PK i)</p>	<p>Use basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach. (F1) (pre KS1 HP ii) Use basic geographical vocabulary such as house, school, shop, car park, cinema, cafe, airport, train station. (pre KS1 HP iii) Name the four seasons and begin to compare them. (F1) (KS1 HP i) Know that four seasons make one year. (KS1 HP i) Sort clothes into what is needed for each season.</p>	<p>Geographical enquiry – Ask & respond to questions about where they live and the world around them e.g. the school environment and journeys they make To describe similarities, differences, patterns and changes they notice around them and between themselves and others (other families, communities & traditions) (KS1 GSF i) Directional/locational skills – Follow positional instructions e.g. under the table, through the table, stand next to... (pre KS1 GSF ii) Know a simple compass is needed on a map to show N S E W. Use small world figures to play on large map mats and see the difference between land and sea. Show an interest in atlases and maps. Drawing maps/ Representation – Observe and draw to represent houses, buildings, trees. Draw what can see, naming key features. Create simple maps. (pre KS1 GSK iii & iv) Using maps – Follow simple maps Scale/Distance– Begin to show bigger/smaller things on maps/plans Perspective – observe objects from above and from the side (different perspectives). Take photographs. (pre KS1 GSF iii)</p>
	<p>Vocabulary: Nottingham, St. Mary's, Hyson Green, England, town, country, Earth, tall, long, sea, sky, forest, river, beach, cinema, café, airport, train station, seasons, under, through, next to, compass, north, south, east, west.</p> <p>Geography driver words: Look closely, ask and answer simple questions, name places/features, follow directional instructions, sort, compare</p>			

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Year 1 Hot/Cold places (deserts) Hyson Green	Know their address, including postcode. (F2) Know the names of the four countries that make up the UK and name the three main seas that surround the UK and locate these on a map/globe Know where the equator, North Pole and South Pole are on a globe Introduce 7 continents and 5 oceans (KS1 LK i)	Know features of hot and cold places in the world Locate hot and cold places, including deserts, on a globe (KS1 PK i)	Know which is the hottest and coldest season in the UK. (F2) (KS1 HP i) Know and recognise main weather symbols. Know the main differences between city, town and village. (F2 – Place) (KS1 HP iii) Develop greater knowledge of seasonal and daily weather patterns in the UK. (F2) (KS1 HP i)	Geographical enquiry – Investigate the school locality & make observations about what I see and where things are by completing fieldwork (KS1 GSF iv) Directional/locational skills – Follow directions (up, down, left/right, forwards/backwards) (KS1 GSF ii) Drawing maps – Draw picture maps of imaginary places or places from stories and our local area (School/Hyson Green/journey from home to school). (KS1 GSF iii) Representation – Use own symbols on imaginary maps Using maps – Use a simple picture map to move around the school or local area (KS1 GSF i) Scale/distance – Use relative vocabulary to compare things bigger/smaller, like/dislike, busy/quiet (KS1 GSF iii) Perspective – Draw around objects to make a plan (KS1 GSF iii)
	Vocabulary: equator, North Pole, South Pole, deserts, hottest, coldest, season, city, village, seasonal, weather patterns, bust, quiet, like, dislike, plan, up, down, left, right, backwards, forwards. Geography driver words: Follow directions, draw, locate, observe, ask and answer questions, name places/features, recognise, begin to describe, compare			
Year 2 Kenya (outside UK) Live in the country	Know the names of and locate the seven continents of the world. (Y1) (KS1 LK i) Know the names of and locate the five oceans of the world. (Y1) (KS1 LK i) Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland and their main characteristics. (Y1) (KS1 LK ii)	Know the main differences between a place in England (Hyson Green) and that of a place in a non-European country (Kenya). (KS1 PK i) Name and locate European countries (Spain, France and Poland) and mention facts/differences e.g. language, food. (Y1) (KS1 PK i)	Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Explain some of the advantages and disadvantages of living in a city or countryside . (Y1) (KS1 HP ii)	Geographical enquiry – Make observations and comparisons between features of different places e.g. Hyson Green to the countryside and UK to Kenya & make appropriate suggestions about why things happen Directional/locational skills - Follow directions up, down, left/right, forwards/backwards (and N, E, S and W) (KS1 GSF ii) Drawing maps – Draw maps of real/imaginary places (e.g. add detail from an aerial photo) (KS1 GSF iii) Representation - Begin to understand the need for a key & symbols & use agreed symbols on a own maps (KS1 GSF iii) Using maps – Follow a route on a map Use a plan view (or view from above) Use an infant atlas to locate the 7 continents of the world, the 5 oceans of the world, the countries of the UK and their capital cities as well as places linked to topics e.g. Kenya (KS1 GSF i) Scale/distance – Begin to match places on aerial photos and maps of different scales. (KS1 GSF iii) Perspective – Look down on objects to make a plan view map
	Vocabulary: Hyson Green, capital cities, mountain, lake, island, valley, river, cliff, forest and beach, countryside, UK, Kenya, key, symbols. Continents – North America, South America, Antarctica, Europe, Asia, Africa, and Australia. Oceans - the Atlantic Ocean, the Indian Ocean, the Pacific Ocean, the Southern Ocean, the Arctic Ocean. Geography driver words: Follow directions, draw, locate, observe and compare, ask and answer questions, name places/features, identify, recognise, describe, classify, collect data			

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Year 3 Protect Nottingham (land use) Natural disasters	Know the names of and locate at least eight European countries and capitals. (Y2) (KS2 LK i) Know the names of and locate at least eight counties and at least six cities in England. (Y2) (KS2 LK ii) Know the names of four countries from the southern hemisphere and four from the northern hemisphere (linked to the Ring of Fire). (Y1) (KS2 LK i)	To locate where Nottinghamshire is in the UK. (Y2) (KS2 PK i) To locate fault lines/zones and link to knowledge of oceans and continents from KS1.	Know what causes a volcano. Label the different parts of a volcano. (KS2 HP i) To study the human and physical features in Nottingham (river, canal, M1, land use, economic activity, sports grounds) and how this may have changed over time. (Y2 – Live in the Country) (KS2 HP ii)	Geographical enquiry – Investigate places & themes at more than one scale Begin to collect and record evidence, with some aid, as part of geographical enquiry e.g. record land use on maps/sketch plans during fieldwork in Nottingham & take photos that match (KS2 GSF iii) Analyse evidence & begin to draw conclusions e.g. study maps showing distribution of volcanoes and conclude that they are usually found on edge of tectonic plates or compare photos of Hyson Green, Nottingham city centre & a village location Directional/locational skills – Use four points of a compass to give/follow directions & begin to recognise to eight points of a compass (KS2 GSF ii) Begin to use letter/no coordinates to locate features on a map Drawing maps – Make a map of a short route experienced with some accuracy of placement of features in order seen Begin to make simple scale drawings (KS2 GSF iii) Representation – Know why a key is needed & use standard symbols Using maps – Locate places on larger scale maps e.g. map of Europe, Nottingham or map of key areas of volcanic activity (KS2 GSF i) Follow a route on a map with some support e.g. walk around Nottingham Scale/distance – Begin to match boundaries e.g. find the boundary of the same country on different scale maps (GSF i) Perspective – Begin to draw a sketch view map from a high point
	Vocabulary: northern / southern hemisphere, earthquake, volcano, land use, fieldwork, distribution, city centre, coordinates, boundary European countries and Capitals: France/Paris, Germany/Berlin, Austria/Vienna, Belgium/Brussels, Denmark/Copenhagen, Greece/Athens, Ireland/Dublin, Netherlands/Amsterdam, Norway/Oslo, Poland/Warsaw, Portugal/Lisbon, Russia/Moscow, Spain/Madrid, UK/London. Geography driver words: Follow directions, draw, locate, observe/compare, name places/features, identify, classify, collect data, begin to draw conclusions, investigate/question			
Year 4 Coasts in Europe Biomes	<ul style="list-style-type: none"> - Know the names of and locate at least eight major capital cities across the world (especially in Europe). (Y3) (KS2 LK i) - Identify the position and significance of the Equator, Northern and Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. (Y3 Natural Disasters) (KS2 LK iii) - Biomes connected to position and significance of latitude, longitude, Equator, Arctic and Antarctic Circle. (Y3 Natural Disasters) (KS2 LK iii) - Know what is meant by the term 'tropics' Identify places & environments significant to learning e.g. coasts in Europe or areas with specific biomes (KS2 LK iii) 	<ul style="list-style-type: none"> - Know at least five differences between living in Nottinghamshire/Lincolnshire coast and a Spanish coastal region. (Y2 – Kenya) (KS2 PK i) 	<ul style="list-style-type: none"> - Know what is meant by biomes and what are the features of a specific biome. (KS2 HP i) - Identify location and human and physical features of coastal counties and cities e.g. Lincolnshire, Norfolk, Cornwall, Devon, North Yorkshire. (Y3 – Nottingham) - Identify types of settlement, land use (KS2 HP ii) 	Geographical enquiry – Investigate places & themes at more than one scale Collect & record evidence e.g. using digital mapping & satellite images to study coasts in Europe (KS2 GSF i) Analyse evidence to draw conclusions e.g. make comparisons between locations from photos and maps Directional/locational skills – Use eight points of a compass to give/follow directions Use letter/no coordinates to locate features on a map confidently (KS2 GSF ii) Drawing maps – Make an accurate map of a short journey experienced Make a simple scale drawing Representation – Begin to recognise symbols on an OS map (KS2 GSF ii) Using maps – Locate places on large scale maps e.g. find European countries, cities, mountain regions or coastlines on globes or in atlases (KS2 GSF i) Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Follow a route on a large-scale map e.g. from where they are to a European coastal region Scale/distance – Match boundaries on different scale maps (KS2 GSF i) Perspective – Draw a sketch view map from a high view point

	<p>Vocabulary: Tropic of Cancer, Tropic of Capricorn, Greenwich Meridian, biomes, Greece, eight points of the compass, mountain regions, coast lines.</p> <p>Geography driver words: Draw, locate, observe and compare, name places/features, identify, classify, collect data, draw conclusions, investigate describe and understand, research.</p>			
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Year 5 Rainforests Brazil	<p>Know the names of a number of European countries and their capitals. (Y4 Coasts) (KS2 LK i)</p> <p>Know the names of, and locate, a number of South or North American countries. (KS2 LK i)</p>	<p>Know key differences between living in the UK and in a country in either North or South America. (Y4 Coasts) (KS2 PK i)</p>	<p>Label layers of a rainforest and know what deforestation is. (KS2 HP i)</p>	<p>Geographical enquiry – Investigate contrasting & distant places e.g. UK and Brazil Collect & record evidence unaided (KS2 GSF iii) Use graphs to record features such as temperature or rainfall across the world Analyse evidence and draw conclusions e.g. how temperature/rainfall/population density affect everyday life (KS2 GSF ii) Directional/locational skills – Use 8 compass points confidently Begin to use 4 figure coordinates to locate features on a map (KS2 GSF ii) Drawing maps – Begin to create maps based on themes e.g. to show levels of deforestation at different points or population density in different parts of Brazil with support (KS2 GSF iii) Representation – Draw a sketch map using OS map symbols and a key Using maps – Compare maps with aerial photographs (KS2 GSF i) Begin to use atlases to find out about other features of places e.g. wettest part of the world Scale/distance – Find/recognise places on maps of different scales e.g. Amazon River Measure straight line distance on a plan (KS2 GSF i) Perspective – Draw a plan view map with some accuracy</p>
	<p>Vocabulary: North / South American countries, rainforest, deforestation, temperature, rainfall, population density, OS map, Amazon River.</p> <p>Geography driver words: Draw, name places/features, identify, classify, collect data and draw conclusions, describe and understand, research, investigate, explain, discuss</p>			
Year 6 Rivers Trade	<p>Know, name and locate the main rivers in the UK. Confidently identify significant places and environments. Know about time zones and work out differences. (Y4 – Biomes)</p>		<p>Know and label the main features of a river. (KS2 HP i) Know the name of and locate a number of the world's longest rivers. Understand why most cities are located by a river. (Y3 – Nottingham) (KS2 HP ii) Know why industrial areas and ports are important. (Y4 – Coasts) Know main human and physical differences between developed and developing countries. (Y2 – Kenya) Know about the impact of human activity such as trade on the environment. (Y4 – Coasts) (KS2 HP ii)</p>	<p>Geographical enquiry – Investigate contrasting & distant places e.g. how UK is linked to other places (KS2 GSF iii) Collect & record evidence unaided Analyse evidence, including from own fieldwork, and draw conclusions and explain reasons behind it e.g. how land use around Nottingham's rivers & canals have changed over time or why we ship/fly certain foods from abroad Directional/locational skills – Know how to use six-figure grid references and longitude and latitude on atlas maps (KS2 GSF ii) Drawing maps – Draw maps and plans of increasing complexity based on themes (KS2 GSF iii) Representation – Recognise most OS map symbols & use in own maps Use atlas symbols (KS2 GSF i & ii) Using maps – Follow a short route on an OS map & describe features. (KS2 GSF ii) Use atlases to find out about other features of places e.g. mountain regions/weather patterns Select a map for a specific purpose e.g. atlas to find the country of origin of bananas, OS map to find local village Scale/distance – Use a scale to measure distances (KS2 GSF iii)</p>

Vocabulary: time zones, world's longest rivers (Nile, Amazon, Mississippi, Yellow River), UK rivers (Severn, Thames, Trent, Wye, Great Ouse, Nene), grid references, canals, latitude, industry, ports, developed and developing countries, longitude and latitude.

Geography driver words: Draw, identify, describe, classify, collect data and draw conclusions, describe and understand, research, investigate, explain, discuss, evaluate, debate.

Draw/use maps & plans at a range of scales

Perspective – draw a plan view map accurately (KS2 GSF iii)