



Geography progression of skills 2023-2024

Progression of skills throughout the key stage.

Locational knowledge

Key stage 1 requirements:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four continents and capital cities of the United Kingdom and its surrounding seas.

Key stage 2 requirements:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

KS1: Woolenwick Infant School	Year 3	Year 4	Year 5	Year 6
<p>Year 1:</p> <ul style="list-style-type: none"> • Naming and locating local town and own country. • Naming and locating the world's seven continents and five ocean <p>Year 2:</p> <ul style="list-style-type: none"> • Naming, locating and identifying characteristics of the four countries and capital cities 	<p>Revise previous learning and:</p> <ul style="list-style-type: none"> • Locating the United Kingdom on a map. • Naming and locating the countries within the United Kingdom. • Naming the capital cities within the United Kingdom. • Locating familiar towns in the UK eg. Stevenage. • Introduction to the term equator. • Understanding some continents cross the equator eg. Africa. 	<p>Revise previous learning and:</p> <ul style="list-style-type: none"> • Naming and locating hemispheres. • Locating continents within the hemispheres. • Locating the equator. • Naming the oceans around a particular country in Europe eg. France. • Locating mountain regions in a particular country in Europe eg. France. 	<p>Revise previous learning and:</p> <ul style="list-style-type: none"> • Naming and locating the hemispheres. • Name and locate the Tropics of Cancer and Capricorn. • Name and locate large rivers in the United Kingdom eg. River Thames. • Name the largest river in each continent. • Name and locate a famous waterfall in the world eg. Angel 	<p>Revise previous learning and:</p> <ul style="list-style-type: none"> • Know the difference between a country and a continent. • Explore the geographical position of a landmark eg. The Grand Canyon. • Apply knowledge and understanding of continents, tropics, hemispheres and the equator. • Explore the regions of different



Geography progression of skills 2023-2024

of the United Kingdom and its surrounding seas. • Naming, describing and locating the world's seven continents and five oceans.	• Describing the location of a country within a continent eg. Egypt within Africa • Identifying a large river within a country eg. Nile in Egypt. • Definition and full term of GMT. • The development and uses of time zones. • Locating rainforests. • Land uses in a certain climate.	• Naming and locating large mountain ranges eg. Himalayas.	Falls or Niagara Falls.	resources and the reasons for this.
Place knowledge				
Key stage 1 requirements: <ul style="list-style-type: none"> 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 Key stage 2 requirements: <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 				
KS1: Woolenwick Infant School	Year 3	Year 4	Year 5	Year 6
Year 1: • Observing and describing the human and physical geography of	Revise previous learning and: • Naming and locating counties. • Knowing the local counties eg.	Revise previous learning and: • Comparing tourism in a European country and the local area eg.	Revise previous learning and: • Exploring Wonders of the World eg. Machu Picchu.	Revise previous learning and: • Comparing the climate in two different regions eg.



Geography progression of skills 2023-2024

<p>a small area of the United Kingdom.</p> <p>Year 2:</p> <ul style="list-style-type: none"> Understanding 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 non-European country 	<p>Hertfordshire and Bedfordshire.</p> <ul style="list-style-type: none"> Land- use types in a specific place eg. Stevenage. Exploring changes in a place throughout two time periods eg. 1890 and present day. Exploring the significance that rivers have in countries eg. River Nile for Egypt. Physical and human land used in a country eg. Egypt and rainforests. The significance of time zones. 	<p>France and Stevenage.</p> <ul style="list-style-type: none"> Contrasting cities in the UK eg. 	<ul style="list-style-type: none"> Comparing agriculture in South America and the local area eg. Peru and Stevenage or elsewhere in Hertfordshire. Comparing extreme weather events and the impacts of them. 	<p>United Kingdom and Arizona.</p> <ul style="list-style-type: none"> Comparing different biomes within the same landform eg. Within the Grand Canyon. Comparing the impacts of tourism.
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Human and physical geography

Key stage 1 requirements:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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

Key stage 2 requirements:

- Describe and understand key aspects of:
 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle



Geography progression of skills 2023-2024

- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

KS1: Woolenwick Infant School	Year 3	Year 4	Year 5	Year 6
<p>Year 1:</p> <ul style="list-style-type: none"> • Identifying seasonal/daily weather patterns in the UK. • Finding the location of hot and cold areas of the world in relation to the equator and the North and South poles. • Using basic Geographical vocabulary to refer to physical features of the school grounds and of the surrounding environment. <p>Year 2:</p> <ul style="list-style-type: none"> • Identifying seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and 	<p>Revise previous learning and:</p> <p>Human geography</p> <ul style="list-style-type: none"> • Recognising human features you'd expect to see in a local town eg. Stevenage. • Exploring changes in a place during two time periods eg. 1890 and present day and understanding the human reasons for those changes. • Recognising the importance of significant rivers of the people living near them. • Understanding the human land uses of a specific country eg. Egypt. • The impacts of deforestation on local people eg. 	<p>Revise previous learning and:</p> <p>Human geography</p> <ul style="list-style-type: none"> • Recognising the tourism opportunities and attractions in a European country. • Understanding the impacts of tourism for local people. • Understanding the risks of living near a mountain or volcano. • Understanding why people chose to live near a volcano. • Understanding the impact of volcanoes on tourism. • Comparing diversity and settlement in Britain. 	<p>Revise previous learning and:</p> <p>Human geography</p> <ul style="list-style-type: none"> • Exploring visitors and attraction for a wonder of the world eg. Macchu Pichu • Recognising the impacts of farming and Fairtrade on local people. • Understanding the impact of flooding on local people. • Understanding how a major city utilises a river eg. Thames in London. • Exploring the significance of waterfalls on tourism. • Exploring the significance of waterfalls on renewable energy. • Recognising the impact of extreme 	<p>Revise previous learning and:</p> <p>Human geography</p> <ul style="list-style-type: none"> • Exploring visitors and attraction for a wonder of the world eg. The Grand Canyon. • Evaluating the positive and negative impacts of tourism on a Wonder of the World eg. The Grand Canyon. • Exploring the changes humans have on trade. • Understanding the impact of import and export routes on people. • Understanding the benefits of Fairtrade upon families in developing countries.



Geography progression of skills 2023-2024

<p>the North and South poles.</p> <ul style="list-style-type: none"> Using basic Geographical vocabulary to refer to key physical features (including – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) Using basic Geographical vocabulary to refer to key human features (including city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. 	<p>Tribes in the rainforest.</p> <ul style="list-style-type: none"> <p>Physical geography</p> <ul style="list-style-type: none"> To be able to define a physical feature. To name some mountain regions in the UK eg. Snowdonia. Exploring the land uses in a country outside of Europe eg. Egypt. Comparing physical features of the UK and a non-European country eg. Egypt. Explore how weather affects some physical features. 	<p>Physical geography</p> <ul style="list-style-type: none"> To be able to define a physical feature with examples linking to a country of study eg. France. To understand and label the structure of a mountain and a volcano. To identify some mountain regions in a European country eg. France. To recognise the impacts of tourism upon the land of a country eg. Skiing in France. To be able to label the layers of the earth. 	<p>weather events upon locals eg. Severe drought, earthquakes and tsunamis.</p> <p>Physical geography</p> <ul style="list-style-type: none"> To locate and name some physical features in and around a specific country eg. Mountains and Oceans eg. Peru, To explore agriculture in my local area and compare it to non-European country eg. Peru. Explore the formation of rivers. To explain why rivers flood and understand the impact of it. Locate rivers in the UK Name a locate a famous waterfall. 	<ul style="list-style-type: none"> Identify tourism opportunities in the local area eg. Stevenage Identifying travel links in the local area eg. Buses, trains, motorways and underpasses. <p>Physical geography</p> <ul style="list-style-type: none"> Compare weather, climate and biomes in England and another place eg. Arizona and how this affects produce grown. Naming different biomes including those present within a particular area eg. The Grand Canyon. To explore different erosion processes eg. Weathering and freeze-thaw, rainfall.
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Geography progression of skills 2023-2024

	<ul style="list-style-type: none"> To be able to name the layers of the rainforest. To explore the climate of the layers of the rainforest To identify some plants that grow in the rainforest. To suggest the typical weather in a specific climate zone eg. A rainforest. To define deforestation. To suggest negative and positive effects of deforestation. 	<ul style="list-style-type: none"> Understand that the earth's crust is split into tectonic plates. Understand how tectonic plates move and cause natural disasters. Understand how natural disasters occur eg. Volcanic eruptions Understand the physical benefits of volcanic land. To understand how climate zones effect farming. 	<ul style="list-style-type: none"> Describe how waterfalls are formed. Understand the difference between weather and climate Name and explain some extreme weather types eg. Droughts and tsunamis Revise the water cycle Describe how tectonic plates move and cause natural disasters. 	<ul style="list-style-type: none"> Research and explain flora and fauna. Impact of tourism upon a physical landform. Impacts of trade on the environment.
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Geographical skills and fieldwork

Key stage 1 requirements:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- 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
- 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.

Key stage 2 requirements:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



Geography progression of skills 2023-2024

- 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 their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

KS1: Woolenwick Infant School	Year 3	Year 4	Year 5	Year 6
Year 1: <ul style="list-style-type: none"> • Using maps, atlases and globes to identify the continents and oceans. • Using locational and directional language (e.g., near and far, left and right) • Describing the location of features and routes on maps and devising simple picture maps. • Using photographs to recognise landmarks and basic human and physical features. • Using simple fieldwork and observational skills to study the geography of my 	<ul style="list-style-type: none"> • Locate known places on a map eg. The UK. • Label counties on a map including Hertfordshire. • Interpret map symbols. • To plot a route of a known area on a map. • To follow a route in a known area. • To draw field sketches. • Plot field photos on a digital map. • Use maps to compare periods of times. • Identify major world rivers and rainforests on a map. • Compare the location of 2 	<ul style="list-style-type: none"> • Locate and name hemispheres. • Use 4 compass points and 4 figure grid references to describe and compare location. • Identify positions using digital mapping and atlases. • Plot attractions on a map eg. Disney Land, Eiffel tower. • Interpret OS map symbols. • Locate volcanoes and mountain ranges using maps and atlases. • To explore aerial views. 	<ul style="list-style-type: none"> • Use 8 compass points and 6 figure grid references to describe and compare location. • Use digital mapping and atlases to identify positions. • understand the key features of an OS map including compass directions, scale and contour lines • Locating countries and cities on a world map. • Explore weather databases to research extreme weather events. • Record findings on charts or graphs. • 	<ul style="list-style-type: none"> • Describe locations using all previous knowledge eg. Hemispheres, equator, tropics, 6 figure grid references and 8 compass points. • Using maps to locate different climate zones and biomes. • To identify import and export routes. • Plan a plot a route on a map incorporating human and physical features •



Geography progression of skills 2023-2024

<p>school and its grounds.</p> <p>Year 2:</p> <ul style="list-style-type: none">• Using world maps, atlases and globes to identify the United Kingdom and its countries.• Using simple compass directions (North, East, South and West), to describe the location of features and routes on a map.• Using aerial photographs and planning perspectives to recognise landmarks and basic human and physical features• Devising a simple map; using and constructing basic symbols in a key.• Using fieldwork and observational skills to study the key human and physical features of	<p>countries using 4 compass points.</p>			
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Geography progression of skills 2023-2024

the schools surrounding areas.				
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