Knowledge and Skills Progression Document

Year 1 and 2 Knowledge		
Locational knowledge	**Place knowledge**	**Human and Physical Geography**
▪ Name and locate the world's -seven continents - five oceans. ▪ Name, locate and identify characteristics of ▪ the four countries ▪ capital cities of the United Kingdom ▪ its surrounding seas.	▪ Small area of the United Kingdom. ▪ Small area in a contrasting non-European country.	▪ Identify seasonal and daily weather patterns in the United Kingdom ▪ 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

Skills				
	Mapping	**Fieldwork**	**Enquiry and investigation**	**Communication**
Year 1	● Use a range of simple maps and globes (including picture maps). ● Use vocabulary such as bigger/smaller, near/far. ● Know that maps give information about places in the world (where/what?). ● Locate land and sea on maps. ● Use large scale maps and aerial photos of the school and local area. ● Recognise simple features on maps e.g. fields, water ● Follow a route on a map starting with a picture map of the school. ● Recognise that maps need titles. ● Begin to recognise landmarks and basic human features on aerial photos. ● Know which direction is North on an OS map. ● Draw a simple map e.g. of a garden, a place in a story. ● Use and construct basic symbols in a map key with support. ● Know that symbols mean something on maps.	● Use simple fieldwork techniques with support such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ● Begin to use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ● Use simple compass directions (NS). ● Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards (link to maths and computing). ● Use aerial photos to recognise landmarks and basic human and physical features familiar to them.	● Begin to ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' through modelled examples. (link to English) ● With support investigate through observation and description. ● Begin to recognise differences between their own and others' lives.	● Through scaffolded examples, speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ● Begin to notice and describe patterns. ● Interpret and create meaningful labels and symbols in the classroom. ● Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (e.g castle, forest). ● Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right (link to maths and computing). ● Use simple maps and other images to talk about everyday life e.g. where we live, journey to school etc.

	• Start to find a given OS symbol on a map with support • Begin to recognise maps need a key. • Look down on objects and make a plan e.g. of			
Year 2	• Use a range of maps and globes (including picture maps) at different scales. • Use vocabulary such as larger/ smaller, distant/ further. • Know that maps give information about places in the world (where/what?). • Locate continents and oceans on maps. • Use large scale maps and aerial photos of the school, local area and beyond. • Recognise simple features on maps e.g. buildings, roads and fields. • Follow a simple route on a map. • Know that maps need titles. • Recognise landmarks and human features on aerial photos. • Know which direction is North, South, East and West on an OS map. • Draw a simple map e.g. a route map, a journey in a story. • Use and construct basic symbols in a map key. • Know that symbols mean something on maps. • Find a given OS symbol on a map with support • Begin to realise why maps need a key. • Look down on objects and make a plan e.g. of the classroom or playground.	• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. • Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. • Use simple compass directions (NSEW). • Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards (link to maths and computing). • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.	• Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' (link to English). • Investigate through observation and description. • Recognise differences between their own and others' lives.	• Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. • Notice and describe patterns. • Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. • Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) • Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. (link to maths and computing). • Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.

Year 3, 4, 5 and 6 Knowledge		
Locational knowledge	**Place knowledge**	**Human and Physical Geography**
▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ Identify: ▪ the position and significance of latitude and longitude, ▪ Equator, ▪ Northern Hemisphere, ▪ Southern Hemisphere, ▪ the Tropics of Cancer and Capricorn, ▪ Arctic and Antarctic Circle, ▪ the Prime/Greenwich Meridian ▪ time zones (including day and night).	▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America.	▪ Describe and understand key aspects of: – **physical** geography, including: – climate zones, – biomes and vegetation belts, – rivers, – mountains, – volcanoes and earthquakes, – and the water cycle. – **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.

	Mapping	Fieldwork	Enquiry and investigation	Communication
Year 3	▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale with support. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps with support. ▪ Begin to recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope.	▪ Begin to use the eight points of a compass. ▪ With support observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos.	▪ Begin to ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives. ▪ Show increasing empathy and describe similarities as well as differences.	▪ With support identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Through scaffolded examples communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Begin to express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.

	▪ Use 2 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ With support make a simple scaled drawing e.g. of the classroom. ▪ Begin to relate measurement on large scale maps to measurements outside.			
	Mapping	**Fieldwork**	**Enquiry and investigation**	**Communication**
Year 4	▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Understand that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Explain that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise more standard OS symbols.	▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos.	▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences.	▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.

	▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances ▪ Relate measurement on large scale maps to measurements outside.			
	Mapping	**Fieldwork**	**Enquiry and investigation**	**Communication**
Year 5	▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ With some guidance, choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Begin to interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related with support. ▪ Begin to identify, describe and interpret relief features on OS maps. ▪ Learn to use six figure coordinates. ▪ Learn to use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes.	▪ Begin to use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs linked to Year 5 maths learning.	▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Begin to make predictions and test simple hypotheses about people and places.	▪ Identify and explain increasing complex geographical features, processes (changes) and patterns. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

	▪ Use the scale bar on maps with increasing independence. ▪ Read and compare map scales with support. ▪ Draw measured plans using modelled examples to support.			
	Mapping	**Fieldwork**	**Enquiry and investigation**	**Communication**
Year 6	▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Understand some of the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing in geographical terms what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans.	▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs.	▪ Ask and answer questions that are consider impact e.g. should this place be developed? Is it sustainable? What would happen if…? ▪ Make predictions and test simple hypotheses about people and places.	▪ Identify and explain more complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use precise geographical language relating to the physical and human processes detailed in the PoS ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. responding to climate crisis events.