

# Geography Progression of Skills and Knowledge

## 0-36 months

**Understanding the world - Explore and respond to different natural phenomena in their setting and on trips.**

Examples of how to support this:

*Encourage toddlers and young children to enjoy and explore the natural world. Suggestions: • standing in the rain with wellies and umbrellas • walking through tall grass • splashing in puddles • seeing the spring daffodils and cherry blossom • looking for worms and minibeasts • visiting the beach and exploring the sand, pebbles and paddling in the sea.*

## 36-48 months

**Mathematics - Understand position through words alone - for example, "The bag is under the table," - with no pointing.**

Examples of how to support this:

*Discuss position in real contexts. Suggestions: how to shift the leaves off a path or sweep water away down the drain. Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides'*

*and 'between'. Suggestion: "Let's put the troll under the bridge and the billy goat beside the stream."*

**Mathematics - Describe a familiar route.**

Examples of how to support this:

*Take children out to shops or the park: recall the route and the order of things seen on the way.*

**Mathematics - Discuss routes and locations, using words like 'in front of' and 'behind'.**

Examples of how to support this:

*Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other.*

*Provide complex train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play freely with. Read stories about journeys, such as 'Rosie's Walk'.*

**Understanding the world - Use all their senses in hands-on exploration of natural materials**

Examples of how to support this:

*Provide interesting natural environments for children to explore freely outdoors.*

**Understanding the world - Talk about what they see, using a wide vocabulary.**

Examples of how to support this:

*Provide interesting natural environments for children to explore freely outdoors. Encourage children to talk about what they see. Model observational and investigational skills.*

*Ask out loud: "I wonder if...?" Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.*

**Understanding the world - Begin to understand the need to respect and care for the natural environment and all living things.**

**Understanding the world - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.**

Examples of how to support this:

*Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.*

Disciplinary skills	Reception
<ul style="list-style-type: none"> <li>● <b>Recognise</b></li> <li>● <b>Identify</b></li> </ul>	<p><b>Children in Reception will be learning to :</b></p> <ul style="list-style-type: none"> <li>● <b>Draw information from a simple map</b></li> </ul> <p><u>Examples of how to support this:</u>  <i>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</i></p> <ul style="list-style-type: none"> <li>● <b>Recognise some similarities and differences between life in this country and life in other countries.</b></li> </ul> <p><u>Examples of how to support this:</u>  <i>Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</i></p> <ul style="list-style-type: none"> <li>● <b>Explore the natural world around them</b></li> </ul> <p><u>Examples of how to support this:</u>  <i>Provide children with have frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants.</i></p> <ul style="list-style-type: none"> <li>● <b>Recognise some environments that are different from the one in which they live</b></li> </ul> <p><u>Examples of how to support this:</u>  <i>Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</i></p>
<b>ELG's</b>	
<p><b>ELG: People, Culture and Communities</b>  Children at the expected level of development will:  <b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps:</b></p> <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</b></p> <p><b>ELG: The Natural World</b>  Children at the expected level of development will:  <b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</b>  <b>Understand some important processes and changes in the natural world around them, including the seasons.</b></p>	

Year 1

National Curriculum - progression of knowledge and skills

Disciplinary skills	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> <li>● Describe</li> <li>● Observe</li> </ul>	<p>Identify and locate the seven continents and five oceans of the world on a wall map and a globe.</p> <p>Identify and locate where they live within the four nations of the United Kingdom.</p>	<p>Recognise, identify and describe some significant physical and human features of their school grounds and its immediate locality.</p> <p>Recognise, identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its cities and towns.</p> <p>Recognise, identify, describe, observe, compare and contrast a small area of the United Kingdom (Devon) with small area of a contrasting non-European country (Antarctica/Arctic/Africa/Sahara desert/Zambia/ South America)</p>	<p>Recognise, identify, describe, observe, compare and contrast and offer reasons for seasonal and daily weather patterns in the United Kingdom.</p> <p>Recognise, identify, locate, describe and explain the hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Explain, compare and contrast, speculate and offer reasons for differences in weather and climate.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>● key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>● key human features, including: city, town,</li> </ul>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied.</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> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple observational skills, to identify and describe key human and physical features of environments.</p>

			village, factory, farm, house, office, port, harbour and shop.	
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Year 2				
National Curriculum - progression of knowledge and skills				
Disciplinary skills	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork
<b>Categorise/Classify</b> <b>Sequence</b> <b>Compare and contrast</b>	<p>Identify and locate the seven continents and five oceans of the world on a range of maps and a globe.</p> <p>Identify and locate, describe where they live in the United Kingdom in relation to the four nations of the country, its capital cities and its surrounding seas and the continent of Europe.</p>	<p>Recognise, identify, describe, observe, compare and contrast, speculate, offer reasons and explain the human and physical geography of a small area of the United Kingdom (Devon &amp; Torquay/ St Marychurch), and of a small area in a contrasting non-European country (Kampong Ayer in Brunei , Asia)</p> <p>Recognise, identify, locate, describe, observe, classify and categorise the physical and human geographical features of the local area.</p> <p>Offer reasons for / speculate about current changes in local land use.</p>	<p>Recognise, identify and describe where they live in the world in relation to the Equator and North and South Poles.</p> <p>Recognise, identify, observe and record some of the elements of the weather and describe, speculate and offer reasons why some ways in which everyday lives of people in the United Kingdom and at locations around the world are affected by changes in the weather conditions.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm,</li> </ul>	<p>Use maps at various scales, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied.</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> <p>Use GIS (Google Earth layers), aerial photographs and plan perspectives to identify, observe, recognise and compare and contrast landmarks and basic human and physical features.</p> <p>Devise a simple map. Use and construct basic symbols in a key.</p> <p>Observe and record in a variety of ways, significant examples of physical and human geographical features of the local area.</p>

			house, office, port, harbour and shop.	Record and categorise through fieldwork in the local area.
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Year 3				
National Curriculum - progression of knowledge and skills				
Disciplinary skills	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork
<b>Recall</b> <b>Reason/speculate</b> <b>Summarise</b>	<p><b>Identify, locate, describe</b> and summarise the world's countries, using maps to focus on Europe (including the location of Russia) and <b>North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Identify, locate, describe, compare and contrast</b> countries 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 <b>land-use patterns; and understand how some of these aspects have changed over time.</b></p> <p><b>Identify, describe, compare and contrast</b> and <b>begin to offer reasons</b> for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</p>	<p><b>Recognise, identify, observe, describe, explain, summarise, synthesise</b> and <b>demonstrate understanding</b> of geographical similarities and differences through the study of human and physical geography of a region of the <b>United Kingdom (immediate local area) and a region within North (Florida) or South America</b></p>	<p><b>Recognise, identify, describe, compare and contrast, explain, summarise, synthesise, demonstrate understanding</b> and <b>reach informed conclusions</b> about key aspects of physical geography, including: <b>climate zones, biomes</b> and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Recognise, identify, describe, compare and contrast, explain, summarise, synthesise, demonstrate understanding</b> and <b>reach informed conclusions</b> about key aspects of human geography, including: <b>types of settlement and land use, economic activity</b> including <b>trade links</b>, and the <b>distribution of natural resources</b></p>	<p>Use maps, atlases, globes and digital/computer mapping to <b>locate</b> countries and <b>observe, describe, explain, compare and contrast, summarise, synthesise, demonstrate understanding</b> and begin to <b>draw conclusions</b> about features studied.</p> <p>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.</p> <p>Use fieldwork to <b>observe, measure, record, explain,</b></p>

	Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		including <b>energy</b> , food, minerals and <b>water</b> .  Use <b>appropriate</b> geographical vocabulary, terms and language.	<b>make judgements</b> and <b>present</b> the human and physical features in the <b>local area</b> using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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Year 4				
National Curriculum - progression of knowledge and skills				
Disciplinary skills	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork
<b>Synthesise</b> <b>Explain</b> <b>Empathise</b>	<p><b>Identify, locate, describe</b> and <b>summarise</b> the world's countries, using maps to focus on Europe (including the location of Russia) and North and <b>South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Identify, locate, describe, compare and contrast</b> counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and <b>rivers</b>), and land-use patterns; and <b>understand</b> how some of these aspects have changed over time.</p> <p><b>Identify, describe, compare and contrast</b> and <b>begin to offer reasons</b> for the position and</p>	<p><b>Recognise, identify, observe, describe, explain, summarise, synthesise</b> and <b>demonstrate understanding</b> of geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (<b>School and its grounds, immediate local area &amp; Exminster</b>) a region in a European country, (<b>Nepal</b>) and a region within North or South America (<b>Amazon basin/ Atacama Desert</b>)</p>	<p><b>Recognise, identify, describe, compare and contrast, explain, summarise, synthesise, demonstrate understanding</b> and <b>reach informed conclusions</b> about key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts</b>, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Recognise, identify, describe, compare and contrast, explain, summarise, synthesise, demonstrate understanding</b> and <b>reach informed conclusions</b> about key aspects of human geography, including: <b>types of settlement and</b></p>	<p>Use maps, atlases, globes and digital/computer mapping to <b>locate</b> countries and <b>observe, describe, explain, compare and contrast, summarise, synthesise, demonstrate understanding</b> and begin to <b>draw conclusions</b> about features studied.</p> <p>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 <b>United Kingdom and the wider world</b>.</p>

	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)		land use, economic activity including trade links, and the <b>distribution of natural resources including energy, food, minerals and water</b> Use appropriate geographical vocabulary, terms and language.	Use fieldwork to <b>observe, measure, record, explain, make judgements</b> and <b>present</b> the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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Year 5				
National Curriculum - progression of knowledge and skills				
Disciplinary skills	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork
<b>Informed conclusion</b> <b>Reasoned judgement</b> <b>Justify</b>	<p><b>Identify, locate, describe, observe and recall</b> 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, <b>key physical and human characteristics</b>, countries, and major cities</p> <p><b>Identify, locate, describe, observe, recall and compare and contrast</b> counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, <b>key topographical features</b> (including hills, mountains,</p>	<p><b>Recognise, identify, describe, observe, recall, compare and contrast, reason and interpret, show understanding through explanation, justify, develop conclusions and make substantiated judgements</b> about the geographical similarities and differences through the study of human and physical geography of a</p>	<p><b>Identify, recognise, describe, observe, recall, compare and contrast, reason and interpret, show understanding through explanation, justify, develop conclusions and make substantiated judgements, evaluate, critique, empathise and hypothesise</b> about key aspects of: physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b></p> <p><b>Identify, recognise, describe, observe, recall, compare and</b></p>	<p>Use maps, atlases, globes and digital/computer mapping to <b>locate</b> countries and <b>observe, describe, explain, compare and contrast, categorise, reason and interpret, show understanding through explanation, justify, develop conclusions, make substantiated judgements, evaluate, critique, empathise, hypothesise</b> about features studied.</p> <p>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.</p>

	<p><b>coasts</b> and rivers), and land-use patterns; and show <b>understanding through explanation</b> how some of these aspects have changed over time.</p> <p><b>Identify, recognise, describe, observe, recall, compare and contrast and show understanding through explanation</b> for 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)</p>	<p>region of the United Kingdom, <b>a region in a European country (Iceland - Hiemaey)</b>, and a region within North or South America.</p>	<p><b>contrast, reason and interpret, show understanding through explanation, justify, develop conclusions and make substantiated judgements, evaluate, critique, empathise and hypothesise</b> about key aspects of human geography, including: <b>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</b></p> <p><b>Confidently use specialised</b> geographical vocabulary, terms and language.</p>	<p>Use fieldwork to <b>observe, measure, record, categorise, reason and interpret, show understanding through explanation, justify, develop conclusions, make substantiated judgements, empathise and hypothesise</b> about 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				
National Curriculum - progression of knowledge and skills				
Disciplinary skills	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork
<p><b>Apply</b> <b>Evaluate</b> <b>Critique</b> <b>Hypothesise</b></p>	<p><b>Identify, locate, describe, observe and recall</b> 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</p> <p><b>Identify, locate, describe, observe, recall and compare and contrast</b></p>	<p><b>Recognise, identify, describe, observe, recall, compare and contrast, reason and interpret, show understanding through explanation, justify, develop conclusions and make substantiated judgements</b> about the</p>	<p><b>Identify, recognise, describe, observe, recall, compare and contrast, reason and interpret, show understanding through explanation, justify, develop conclusions and make substantiated judgements, evaluate, critique, empathise and hypothesise</b> about key aspects of: physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains,</b></p>	<p>Use maps, atlases, globes and digital/computer mapping to <b>locate</b> countries and <b>observe, describe, explain, compare and contrast, categorise, reason and interpret, show understanding through explanation, justify, develop conclusions, make substantiated judgements, evaluate, critique, empathise, hypothesise</b> about features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key</p>



	<p>counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and <b>rivers</b>), and land-use patterns; and show <b>understanding through explanation</b> how some of these aspects have changed over time.</p> <p><b>Identify, recognise, describe, observe, recall, compare and contrast and show understanding through explanation</b> for 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)</p>	<p>geographical similarities and differences through the study of human and physical geography of a region of the <b>United Kingdom, a region in a European country (Czech Republic)</b>, and a region within North or South America.</p>	<p><b>volcanoes and earthquakes, and the water cycle</b></p> <p><b>Identify, recognise, describe, observe, recall, compare and contrast, reason and interpret, show understanding through explanation, justify, develop conclusions and make substantiated judgements, evaluate, critique, empathise and hypothesise</b> about key aspects of human geography, including: <b>types of settlement and land use, economic activity including trade links, and the distribution of natural resources</b> including energy, <b>food, minerals and water.</b></p> <p><b>Confidently use specialised</b> geographical vocabulary, terms and language.</p>	<p>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to <b>observe, measure, record, categorise, reason and interpret, show understanding through explanation, justify, develop conclusions, make substantiated judgements, empathise and hypothesise</b> about 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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