



Geography – Key Knowledge Progression

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
EYFS	Nursery I know that Africa is a hot place. I know that England is a cold place. Reception I can recognise some similarities and differences between life in this country and life in other countries. I can use knowledge from stories, non-fiction, texts and maps to explain some similarities and differences between life in England (Bolton and London) and other countries (Africa) Y1 readiness objectives: Know where they live Know how they travel to school	Nursery I can talk about what I see in and around the school grounds, using a wide range of vocabulary- field, trees, fence, leaves, houses I know what buildings are around my school- houses, flats, shop, church, mosque temple Reception I know that Africa and the North Pole are different environments to where I live Y1 readiness objectives: Talk about places when looking at books and watching TV/videos Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories	Nursery I can explore natural materials in our outdoor area- stone, wood, sand, leaves I can talk about different forces- what happens when it is windy. I can begin to understand the need to care for the natural environment in the outdoor area- bug hotel I can talk about what I see, using a wide range of vocabulary- bridge, bug hotel, mud kitchen, sandpit area Reception I can explore the natural world around me. I can describe what I can see, hear and feel whilst outside- Winter- snow, hear the crunching of snow, feel the cold on the face Autumn- trees, hear the wind, leaves fall off the trees Spring- flowers grow, hear birds tweeting/ buzzing of insects, feel the soft petals of the flowers Summer- brightness of the sun, hear children playing outside, feel the warmth of the sun I can understand the effect of changing seasons.- Autumn- leaves change colour/ windy Winter- darker nights/ cold	Nursery I can talk about buildings around school- church, shop, house Reception I can draw information from a simple map. I can follow a map. I can recognise pictures/places of interest on our classroom map Y1 readiness objectives: Make maps from stories Follow simple maps in play

		Using language that relates to place	Spring- flowers are growing Summer- hot weather I can describe my immediate environment through discussion, stories, non-fiction and maps. I know some similarities and differences between the natural world around me and contrasting environments using experience and/or what's been read in class. I can understand some important processes and changes in the natural world including the seasons. <u>Y1 readiness objectives:</u> Recognise elements of their environment that are manmade and natural- plastic toys, art supplies, construction blocks/ wood, stones, sand, shells, leaves, pine cones	
	Key Vocabulary: Class, Gaskell, country	Key Vocabulary: Africa, North Pole, hot, cold same, different	Key Vocabulary: environment, school, house, park, season, autumn, winter, spring, summer. change, tree, weather	Key Vocabulary: map, church, shop, house
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Year 1	I can name and locate some of the world's seven continents and five oceans. I can name, locate and identify some characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	I can understand geographical similarities and differences through studying the human and physical geography of Bolton and the Arctic.	I can identify seasonal and daily weather patterns in cold areas of the world in relation to the Equator and the North and South Poles. I can use basic geographical vocabulary to refer to key physical features, including: mountain, iceberg, glacier, sea, ocean, season and weather. I can use basic geographical vocabulary to refer to key human features,	I can use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. I can use world maps, atlases and globes to identify the seven continents, the five oceans, the countries of the United Kingdom, the surrounding seas of the United Kingdom and the Arctic. I can use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment. I can use aerial photographs to recognise landmarks and the basic human and physical features Bolton and the Arctic. I can use simple compass directions (North, South, East and West)

			including: city, town, village, factory, house and shop.	I can devise a simple map and use and construct basic symbols in a key.
	Key Vocabulary: address, aerial view, Bolton, map, England, route	Key Vocabulary: climate, map Polar Tundra, Arctic, season, weather	Key Vocabulary: town, season, weather	Key Vocabulary: compass, map, season, United Kingdom, symbol, travel
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Year 2	I can name and locate the world's seven continents and five oceans. I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	I can understand geographical similarities and differences through studying the human and physical geography of Bolton, the Arctic and Nairobi. I can understand geographical similarities and differences through studying the biomes of the Polar Tundra and the Tropical Savanna biome.	I can identify seasonal and daily weather patterns in cold areas of the world in relation to the Equator and the North and South Poles. I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean, pier, vegetation, season and weather. I can use basic geographical vocabulary to refer to key human features, including: city, town, village, house, office, port, harbour and shop. I can use basic geographical vocabulary to refer to key physical features in the Tropical Savanna biome.	I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, seven continents and five oceans. I can use simple compass directions (North, South, East and West). I can use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. I can use aerial photographs and plan perspectives of Bolton and Nairobi to recognise landmarks and basic human and physical features. I can devise a simple map and use and construct basic symbols in a key. I can use simple fieldwork and observational skills to study the geography of our school, its surrounding environment and Blackpool.

	Key Vocabulary: country, England, continent, ocean, capital city, Great Britain, United Kingdom,	Key Vocabulary: Bolton, Tropical Savanna biome, Nairobi., Kenya	Key Vocabulary: environment, human features, town, physical features, sea, biome, climate, landscape, Tropical Savanna biome, vegetation, season, weather, coast, port, harbour, beach, cliff, sea, pier	Key Vocabulary: aerial view, compass point, fieldwork, key, symbol, map, north, east, south, west
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Year 3	I can locate the world's countries, using maps to focus on Asia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic Circle I can identify the seven major biomes of the world using maps. I can name and locate counties and the major cities in the north west of the United Kingdom, geographical regions and their identifying human and physical characteristics.	I can understand geographical similarities and differences through studying the biomes of the Tropical Savanna of Kenya and the Tropical Rainforest of Borneo. I can understand geographical similarities and differences through the study of human and physical geography of Chorley Old Road and Egerton. I can understand geographical similarities and differences through the study of human and physical geography of Belmont and Blackpool.	I can describe and understand key aspects of physical geography, including: biomes and vegetation belts, rivers, mountains and volcanoes I can describe and understand key aspects of human geography, including: types of settlement and land use and economic activity. I can use basic geographical vocabulary to refer to key physical features in the Tropical Rainforest biome of Borneo. I can describe what deforestation is.	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can use the eight points of a compass, four figure grid references, symbols and key (including use of Ordnance Survey maps) to build my knowledge of Chorley New Road, Egerton and Belmont. I can 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.

	Key Vocabulary: equator, hemisphere, city, town, village. Tropics, Arctic Circle, country, continent, Asia, county	Key Vocabulary: Chorley New Road, Egerton, Belmont, Tropical Savanna, Tropical Rainforest, Nairobi, Borneo, Brunei, Malaysia	Key Vocabulary: deforestation, physical features, human features, rainforest, tropical, commercial, residential, landscape, land use, biome, canopy, emergent layer, understory, forest floor, vegetation, volcano, mountain, farm land, coastal	Key Vocabulary: Aerial view, compass point, fieldwork, grid reference, symbol, north, northeast, east, south east, south, south west, west, north west, Ordnance Survey Map
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Year 4	I can locate the world's countries, using maps to focus on Europe (Italy) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities I can identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle I can name and locate key topographical features (in the United Kingdom), and land-use patterns; and understand how some of these aspects have changed over time in our local area around school	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Bolton) and a region in a European country (Italy and Rome) I can understand geographical similarities and differences through studying the biomes of the Polar Tundra (Antarctica) and the Tropical Rainforest of Borneo or Tropical Savanna of Kenya	I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and volcanoes in the United Kingdom and Italy I can describe and understand key aspects of human geography, including: types of settlement and land use I can talk about what climate control is	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and Rome I can use fieldwork to observe, measure, record and present the human and physical features in the local area around school, on a sketch maps and plan

	Key Vocabulary: Northern Hemisphere, Southern Hemisphere, tropics, equator, Arctic Circle, Antarctica Circle, continent	Key Vocabulary: Antarctica, Polar Tundra, Italy, Rome	Key Vocabulary: biome, climate change, environment, habitat, physical features, human features, vegetation, landscape, coastal, mountain, river, volcano, settlement	Key Vocabulary: aerial view, compass point, fieldwork, grid reference, sketch map, topological map, land use, settlement, symbol, north, northeast, east, south east, south, south west, west, north west, Ordnance Survey Map
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 5	I can locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities I can name and locate 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,	I can understand geographical similarities and differences through the study of human and physical geography of a region in South America (The Amazon Rainforest and Brazil) and the River Ganges. I can understand geographical similarities and differences through the study of human geography of two places in the local area (Chorley New Road and Bolton Town Centre)	I can describe and understand key aspects of physical geography, including: climate zones, biomes (Tropical Rainforest) and vegetation belts, rivers (River Ganges), mountains and volcanoes in the Amazon Rainforest and Brazil I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity of the Amazon Rainforest, and the distribution of natural resources including energy, food, minerals and water I can describe the stages of the water cycle	I can use maps, atlases, globes and digital/computer mapping to locate the countries of South America and describe features studied I can 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.

	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)			
	Key Vocabulary: Northern Hemisphere, Southern Hemisphere continent, hemisphere, tropics, equator, time zones, latitude, longitude	Key Vocabulary: Tropical Rainforest, South America, Brazil, Amazon Rainforest	Key Vocabulary: biome, climate, deforestation, diverse, economy, vegetation, eco system, channel, condensation, delta, evaporation, mouth, precipitation, source, tributaries, water vapour, human features, physical features, landmark, time zone, trade, export, import, vegetation	Key Vocabulary: aerial view, compass point, fieldwork, grid reference, sketch map, topographical map, land use, settlement, symbol, systematic, random, sampling, data
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 6	I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical characteristics, countries, and land-use patterns; and understand how some of these aspects have changed over time	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Bolton), the UK and a region within North America (Canada) I can understand geographical similarities and differences through the study of human and physical geography of a region in a tropical Rainforest (Amazon Rainforest or Borneo), Tropical savanna (Kenya), Polar Tundra (Arctic or Antarctica),	I can describe and understand key aspects of: physical geography: including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity of the Taiga biome, and the distribution of natural resources including energy, food, minerals and water	I can use maps, (including topographic maps) atlases, globes and digital/computer mapping, to locate countries and describe features studied I can 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 I can use fieldwork to observe, measure, record and present the human and physical features in the local area (Rivington) using a range of methods, including sketch maps, plans and graphs, and digital technologies

	I can name and locate counties of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills and mountains) I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,	Temperate Forest (England) and Taiga biome (Russia and North America).		
	Key Vocabulary: continent, hemisphere, tropics, equator, time zones, latitude, longitude	Key Vocabulary: Taiga biome, Canada, Russia	Key Vocabulary: altitude, block, dome, eruption, fold, range, plateau, summit, tectonic plates,, vegetation, volcanic, biome, climate zone, temperate, deciduous, trade, export, vegetation, physical feature, human feature, natural resources	Key Vocabulary: systematic, random, aerial view, contour lines, sea level, topographical, sampling, north, northeast, east, south east, south, south west, west, north west, data