

Holy Cross Catholic Primary - Skills & Knowledge Progression in Geography



	EYFS	Year 1&2 (Year A)	Year 1&2 (Year B)	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Know where key places are within the school (classroom, playground, copse). Recognise familiar places in their local area (beach, town, Osborne House). Know that they live on an island.</p> <p>Identify the Isle of Wight as the place where they live.</p> <p>Recognise land and sea on a simple map.</p> <p>Begin to understand that places exist beyond their immediate environment.</p>	<p>Identify where they live (home, street, town/village). Name their country (England) and the UK.</p> <p>Name and locate the four countries of the UK, and begin to name surrounding seas.</p> <p>Know that the world is made up of different countries.</p> <p>Identify hot and cold places using images and globes.</p> <p>Name and locate the seven continents, and locate the five oceans.</p> <p>Begin using world maps and globes accurately.</p> <p>Know that Africa is a continent.</p> <p>Locate Africa on a world map or globe, and recognise it's far from the UK.</p> <p>Identify hot regions of the world.</p>	<p>Identify where they live (home, school, local area). Name their town/city and country (England, UK).</p> <p>Understand that places can be located on maps.</p> <p>Recognise that places have names and locations.</p> <p>Know London is the capital city of England.</p> <p>Locate London within the UK on a map, and recognise it's a city.</p> <p>Identify England within the United Kingdom.</p> <p>Locate the Arctic on a globe or world map.</p> <p>Understand that the Arctic is far from the UK.</p> <p>Recognise the Arctic as a polar region.</p> <p>Begin to understand global scale (near/far).</p>	<p>Locate their local area (East Cowes) within the Isle of Wight, England and the UK.</p> <p>Locate and name surrounding seas of the UK.</p> <p>Identify the position of the UK in relation to Europe.</p> <p>Locate key coastal areas of the Isle of Wight.</p> <p>Locate volcanoes on a world map.</p> <p>Identify the continents and oceans associated with volcanic activity.</p>	<p>Securely locate the UK and name its countries, regions and major cities.</p> <p>Locate European countries, including neighbouring countries to the UK.</p> <p>Identify capital cities of key European countries.</p> <p>Locate desert regions of the world using maps and atlases.</p> <p>Understand the position of deserts in relation to the Equator and Tropics.</p> <p>Use latitude and longitude at a basic level to describe location.</p>	<p>Locate South America and its countries on a world map.</p> <p>Locate key physical features of South America (e.g. Amazon Basin, Andes).</p> <p>Locate major rivers of the world and the UK, including river sources and mouths.</p> <p>Locate Scandinavia and its countries.</p> <p>Use latitude and longitude accurately to describe location.</p> <p>Use six-figure grid references to pinpoint locations on maps.</p> <p>Understand hemispheres, Equator, Tropics and polar regions in relation to studied places.</p>	<p>Locate North America and its countries, states and major cities.</p> <p>Locate major mountain ranges of the world (e.g. Himalayas, Rockies, Andes).</p> <p>Locate tectonic plate boundaries and regions prone to earthquakes and volcanoes.</p> <p>Use latitude, longitude, hemispheres, Tropics and polar circles fluently.</p> <p>Accurately locate places using six-figure grid references and OS symbols.</p> <p>Understand spatial relationships between physical processes and location.</p>
Place Knowledge	<p>Describe what familiar places are like (school, outdoor area, beach).</p> <p>Talk about what they see, hear and feel in different environments.</p> <p>Describe features of their local area using simple language.</p> <p>Begin to compare places (their island and a tropical island).</p> <p>Recognise that places can be different because of weather.</p>	<p>Describe features of their home and school.</p> <p>Talk about what they like/dislike about where they live.</p> <p>Compare their local area to another UK location.</p> <p>Identify similarities and differences between places.</p> <p>Talk about what places around the world might be like.</p> <p>Describe simple differences (hot/cold, busy/quiet).</p> <p>Compare a non-European country to the UK.</p> <p>Describe how places differ in climate, buildings and lifestyle.</p> <p>Describe African landscapes (savannah, grassland).</p> <p>Compare African environments with the UK.</p>	<p>Describe what their local area is like.</p> <p>Talk about what they like and dislike about where they live.</p> <p>Recognise changes in their local environment over time.</p> <p>Begin to compare familiar places within their local area.</p> <p>Describe what London is like.</p> <p>Identify key landmarks and features of London.</p> <p>Compare London with their local area.</p> <p>Recognise similarities and differences between cities and towns.</p> <p>Describe what the Arctic is like.</p> <p>Identify key features of the Arctic environment.</p> <p>Compare the Arctic and UK.</p> <p>Describe similarities and differences between contrasting places.</p>	<p>Describe key characteristics of East Cowes, including land use and settlement features.</p> <p>Explain how their local area has changed over time.</p> <p>Describe what coastal areas are like and how they differ from inland locations.</p> <p>Compare the Isle of Wight coast with other UK coastal areas.</p> <p>Describe what areas around volcanoes are like.</p> <p>Compare volcanic regions with the UK and their local area.</p>	<p>Describe key physical and human characteristics of the UK and European countries.</p> <p>Compare life in the UK with that of a European country.</p> <p>Describe what desert regions are like.</p> <p>Compare desert environments with the UK and Europe.</p> <p>Explain how climate influences landscape, vegetation and lifestyle.</p> <p>Identify patterns in settlement and land use linked to climate and location.</p>	<p>Describe key physical and human characteristics of South America.</p> <p>Explain how climate, rivers and resources shape South American regions.</p> <p>Compare regions within South America and with the UK.</p> <p>Describe what river landscapes are like at different stages of a river.</p> <p>Explain how Scandinavian countries compare with the UK in terms of climate, lifestyle and environment.</p> <p>Make reasoned judgements about how geography influences daily life.</p>	<p>Describe and compare physical and human characteristics of regions in North America.</p> <p>Explain how mountains influence climate, settlement, trade and transport.</p> <p>Compare mountain environments with previously studied regions (e.g. deserts, river basins).</p> <p>Describe what places affected by extreme weather and natural hazards are like.</p> <p>Evaluate how people adapt to and manage life in hazardous environments.</p> <p>Make informed judgements about how geography shapes quality of life.</p>

Human and Physical	<p>Identify natural features in their environment (trees, grass, sand, sea). Observe weather and seasonal changes. Recognise that some places are hot and others are cold. Identify animals that live in different environments. Begin to understand that animals adapt to where they live (e.g. polar bears). Know what a farm is and what a farmer does. Identify farm animals and understand how food is grown. Recognise that people use land in different ways. Begin to understand how human actions (e.g. plastic pollution) affect the environment. Talk about ways to care for the environment and sea creatures.</p>	<p>Identify basic human features (house, road, shop). Identify simple physical features (trees, grass, river, desert, sea, forest). Sort and classify human vs physical features. Explain how features and environment affect how people live. Recognise different homes around the world. Describe physical features linked to climate. Identify animals that live in hot places, and explain how climate affects animals and plants. Describe seasonal and daily weather patterns.</p>	<p>Identify human features (houses, roads, schools, shops, bridges, buildings, transport). Identify physical features (trees, grass, rivers, weather, River Thames, parks, ice, snow, sea). Understand how people look after their environment. Recognise how human actions can improve or damage places. Understand how transport helps people move around cities. Recognise how human features shape city life. Understand what climate means (hot and cold). Describe animals that live in cold environments. Explain how animals and people adapt to the Arctic climate.</p>	<p>Identify and describe physical features of the local area (coastline, rivers, hills). Understand coastal processes including erosion, weathering and deposition. Identify features of coasts (cliffs, beaches, bays). Understand what volcanoes are and how they are formed. Identify types of volcanoes and volcanic landforms. Understand how volcanoes can both create and destroy landscapes. Identify land use in East Cowes (residential, industrial, leisure). Explain how the coast is used by people (tourism, transport, recreation). Understand how humans adapt to and manage coastal environments. Explain why people live near volcanoes. Describe how volcanic activity affects human settlements.</p>	<p>Consolidate understanding of UK physical features (rivers, hills, coasts). Understand climate zones and weather patterns. Identify features of desert environments (sand dunes, rocky plains, oases). Understand how deserts are formed. Explain how physical geography influences vegetation and wildlife. Compare desert landscapes with temperate environments. Describe population distribution in the UK and Europe. Explain how people use land differently in the UK and European countries. Understand how people adapt to desert environments. Explain how water availability affects settlement. Explore trade, transport and tourism in Europe. Make links between physical geography and economic activity.</p>	<p>Understand the water cycle and its role in river systems. Identify and explain the stages of a river (source, upper/ middle/ lower course). Explain river processes: erosion, transportation and deposition. Identify river features (meanders, oxbow lakes, floodplains). Understand rainforest and tundra/taiga environments. Explain how climate and latitude influence biomes. Explain how rivers are used by humans (water supply, transport, energy). Understand the opportunities and challenges of living near rivers. Explore settlement, trade and land use in South America. Explain how people adapt to cold climates in Scandinavia. Understand how physical geography influences economic activity. Consider environmental issues such as deforestation and climate change.</p>	<p>Understand how mountains are formed (fold, block, volcanic). Explain the impact of mountains on climate (rain shadows, temperature). Understand plate tectonics and how earthquakes and volcanoes occur. Study extreme weather events (hurricanes, tornadoes, droughts, floods). Explain the causes and effects of climate change. Understand how Earth's physical processes are interconnected. Explain settlement patterns in mountainous and extreme environments. Understand economic activity linked to mountains (tourism, mining, energy). Explain how people prepare for, respond to and recover from natural hazards. Evaluate the effectiveness of human responses to extreme events. Consider sustainability and environmental responsibility. Use case studies to support explanations and arguments.</p>
Geographical Skills and Fieldwork	<p>Explore the school grounds and local area through walks and visits. Make observations about places using their senses. Draw pictures to represent places they have visited. Create a simple map of the Reception outdoor area, including key features. Use simple positional and directional language (near, far, next to). Use photographs, stories and non-fiction texts to learn about other places. Ask and answer simple questions about environments.</p>	<p>Use simple maps/ plans of the classroom and school with support. Follow a simple route using directional language. Create simple maps with symbols and a basic key. Use directional language (near, far, left, right) with confidence. Begin to use globes and simple geographical maps with support, moving to using age-appropriate atlases independently. Use photographs to explore places. Use simple compass directions (N, S, E, W) Ask and answer simple geographical questions. Use pictures and videos to explore environments.</p>	<p>Use simple globes and maps to locate places. Follow and describe routes around school. Carry out local fieldwork observations. Ask and answer questions about their surroundings. Record findings using drawings, tallies or photographs. Use photographs and videos to explore environments. Use symbols and simple map keys. Use directional language (near, far, left, right). Ask geographical questions about places. Sort and classify animals and environments. Use simple charts or tables to present information.</p>	<p>Use maps, atlases and globes to locate places accurately. Use four-figure grid references. Use compass directions (N, S, E, W, NE, NW, SE, SW). Interpret OS-style maps at a simple level. Carry out fieldwork in the local area, including: observations (first hand), sketch maps, data collection (tallies, surveys). Ask geographical questions and suggest answers using evidence. Present findings using maps, charts and written explanations.</p>	<p>Use maps, atlases and globes confidently to locate places. Use four-figure grid references accurately and begin using six-figure grid references. Use compass points and directional language fluently. Read and interpret a wider range of maps (including thematic maps). Use digital mapping tools to explore places. Carry out geographical enquiries using: observation of pattern, causes and impacts, data collection, research. Present findings using maps, charts, graphs and written explanations. Use evidence to answer geographical questions.</p>	<p>Use maps, atlases, globes and digital mapping confidently. Use six-figure grid references accurately. Interpret OS maps, including symbols and scale. Analyse thematic maps (climate, population, land use). Plan and carry out independent geographical enquiries, including: forming geographical questions, selecting appropriate sources, collecting and analysing data. Use fieldwork techniques where appropriate (e.g. river studies). Present findings using maps, diagrams, graphs and extended writing. Draw conclusions and justify them using geographical evidence.</p>	<p>Select and use a wide range of sources (maps, atlases, GIS, data sets). Interpret complex thematic maps and diagrams. Use six-figure grid references and OS maps with accuracy. Carry out evaluative geographical enquiries, including: formulating focused, geographical questions, selecting and justifying sources of evidence, analysing and interpreting data critically. Evaluate reliability and usefulness of evidence. Present conclusions using extended writing, maps, graphs and digital media. Communicate geographical understanding clearly and persuasively.</p>

		Use simple data (charts, tables) to compare animals and climates. Use geographical vocabulary to explain findings.					
Vocabulary	school, playground, copse, forest, beach, town, island, land, sea, map, near, far, farm, farmer, animal, food, field, weather, hot, cold, ice, snow, ocean, plastic, pollution, care, protect, habitat, adapt.	home, school, town, map, compass, road, house, park, country, village, city, human, physical, map key, symbols, world, hot, cold, sea, land, continent, ocean, weather, equator, North/South Pole, animal, habitat, hot, dry, savannah, environment, rain.	environment, human feature, physical feature, route, capital city, London, landmark, river, transport, city, map key, symbol, compare, Arctic, polar, climate, cold, ice, snow, adapt.	settlement, land use, coastline, cliff, beach, erosion, weathering, deposition, tourism, environment, volcano, magma, lava, eruption, crater, ash cloud, tectonic plate, active, dormant, extinct, fertile soil, natural hazard.	region, border, population, trade, economy, desert, climate zone, arid, rainfall, temperature, vegetation, drought, oasis, adapt, Tropic of Cancer/Capricorn, scale, four-figure grid reference, latitude, longitude, distribution, pattern,	river system, source, mouth, tributary, erosion, deposition, transportation, meander, floodplain, oxbow lake, watershed, biome, rainforest, Amazon Basin, Andes, deforestation, indigenous, agriculture, Arctic Circle, tundra, taiga, adaptation, renewable energy, sustainability, six-figure grid reference, thematic map, distribution, analyse, evaluate.	plate boundary, fold mountain, block mountain, fault line, seismic, magnitude, epicentre, aftershock, risk, vulnerability, mitigation, resilience, disaster, migration, management, hazard mapping, early warning system, urbanisation, infrastructure, economic inequality, resource management, bias, validity, significance, interpretation.