



## Knowledge and Skills Progression Overview

Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<p>Within the EYFS provision, Geography skills are explored and taught via planning, intervention, incidental learning and following children's lines of enquiry throughout the year, some themes (below) are encouraged and explored each term.</p> <p>ELG: <b>People, Culture and Communities:</b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;            - 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.</p> <p><b>The World:</b> Explore the natural world around them, making observations;            - 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;            - Understand some important processes and changes in the natural world around them, including the seasons</p>						
EYFS	Nursery	<p><b>People, Culture and Communities</b></p> <p>Is curious about people and shows interest in stories about people            Has a sense of own immediate family and relations and pets</p> <ul style="list-style-type: none"> <li>• In pretend play, imitates everyday actions and events from own family and cultural background.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul>		<p><b>The World</b></p> <p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</p> <ul style="list-style-type: none"> <li>• Remembers where objects belong</li> </ul> <p>Notices detailed features of objects in their environment</p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>• Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> </ul>		
	Reception	<p><b>People, Culture and Communities</b></p> <p>Shows interest in the lives of people who are familiar to them</p> <ul style="list-style-type: none"> <li>• Shows interest in different occupations and ways of life indoors and outdoors</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>		<p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Developing an understanding of changes over time</li> <li>• Shows care and concern for living things and the environment</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul> <p>Looks closely at similarities, differences, patterns and change in nature</p> <ul style="list-style-type: none"> <li>• Knows about similarities and differences in relation to places</li> <li>• Talks about the features of their own immediate environment and how environments might vary from one another</li> </ul>		
	Continuous Provision	<ul style="list-style-type: none"> <li>• Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes, ensuring different cultures are represented but especially the backgrounds of the children in the room.</li> <li>• Provide positive images of all children including those with diverse physical characteristics, including disabilities.</li> <li>• Support good ecological habits in daily life by providing first-hand experiences, e.g. waste disposal by putting papers in recycling bins,</li> <li>• Support children's understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.</li> </ul> <p>Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</p> <ul style="list-style-type: none"> <li>• Ensure the use of up-to-date, appropriate photographs of parts of the world that are commonly stereotyped and misrepresented.</li> </ul> <p>Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.</p> <ul style="list-style-type: none"> <li>• Provide role-play areas with a variety of resources reflecting diversity.</li> <li>• Make a display with the children, showing all the people who make up the community of the setting.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop the use of the outdoors so that young children can investigate features, e.g. a mound, a path or a wall, and experience weather, large spaces and seasonal change               <ul style="list-style-type: none"> <li>• Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.</li> </ul> </li> <li>• Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places.</li> <li>• Use the local area for exploring both the built and the natural environment. Regularly take small groups of children on local walks, taking the time to observe what involves the children's interest.</li> <li>• Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment</li> <li>• Share stories related to pollution, climate change, habitat erosion, etc.</li> </ul>		
Year	Topic/Focus	<b>Can we play outside today?</b>		<b>Where do I belong?</b>		<b>What is my country like?</b>
	Key knowledge	<p><b>Seasons</b></p> <p>Summer – Summer is the hottest season. Summer starts in the month of June</p> <p>Winter - Winter is the coldest season. Winter starts in</p>		<p><b>Human Features</b> - shop, streets, roads, houses, school, city, town, village, factory, farm, house, office</p> <p><b>Physical Features</b>- trees,</p> <p><b>Directional language</b> - near and far; left and right</p>		<p><b>Countries:</b> United Kingdom – England, Scotland, Wales, Northern Ireland</p> <p><b>Highest Population</b> – England, <b>Lowest Population</b> – Northern Ireland.</p>



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		December. Spring - Spring starts in March Autumn - Autumn starts in September.		Map Observational drawing		<b>Seas:</b> North Sea, English Channel <b>Capital Cities</b> – England (London) Scotland (Edinburgh) <b>Flags:</b> <b>Highest mountain</b> – Ben Nevis (Scotland) Scafell Pike (England) <b>Characteristics London</b> – River Thames, Big Ben, Buckingham Palace <b>Characteristics Edinburgh</b> – Edinburgh castle, Arthur's seat <b>Rivers</b> – Thames, Tyne, Wear	
	Key skills	<b>Identify</b> UK seasonal and daily weather patterns <b>Use</b> aerial photographs and maps of the school grounds to locate and map physical and human features.		<b>Use</b> basic maps and geographical language. <b>Use</b> simple fieldwork and observational skills to study the geography of the school, its grounds and its surrounding environment.		<b>Locate</b> the four countries of the United Kingdom and its surrounding seas on a map. <b>Locate</b> the capital cities of the United Kingdom on a map.	
Year 2	Topic/Focus	<b>Settlements</b>		<b>What can I see from above?</b>		<b>Where would I rather live?</b>	
	Key knowledge	<b>Human features</b> including cities, towns and villages Factory, Farm, House, Office, Port, Harbour, Shop, Urban Rural, Densely Populated, Sparsely populated <b>Locational and directional vocabulary</b> - below, above, closer to, far away from, furthest, closest, left, right <b>Key</b> – Symbols to tell us what things are. Aerial photograph		Vocab - Earth, land, sea, city, Equator, <b>Continents</b> Europe, Asia, Africa, North America, South America, Oceania, Antarctica. <b>The 5 oceans</b> – Arctic, Atlantic, Indian, Pacific and Southern <b>Directions</b> North / South / East / West <b>Mountains</b> -Andes, Alps, Himalayas, Rocky Mountains. <b>Rivers</b> River Thames, North America – River Mississippi South America – River Amazon Africa – River Nile, Europe - Thames, Tyne, Wear River Danube Asia – Yangtze River Oceania – Murray Darling River		<b>Rarotonga (Cook Islands)</b> Human – no building can be taller than palm trees. Physical – coast, volcanic, mountains Climate – tropical Sea/Ocean – Indian/Pacific Other – Aborigines culture <b>County Durham</b> Human – town, city, Cathedral.. Castle, harbour, shops, station, Physical - Coast, cliff, beach, coast, Waterfall, River Wear, farmland Climate – mild Sea/Ocean – North Sea Compass Direction -,North, East, South and West.	
	Key skills	<b>Identify</b> and plot landmarks, physical and human features on maps and aerial photographs <b>Follow</b> a map using simple compass directions <b>Use</b> a key on map/atlas to identify and describe human features		<b>Use</b> geographical information from maps, satellite images, atlases and globes. <b>Use</b> aerial photographs to recognise landmarks and basic physical features.		<b>Use</b> simple compass directions, locational and directional language <b>Locate</b> on a map <b>Make</b> comparisons of the human and physical geography	
Year 3	Topic/Focus	<b>Exploring the UK</b>		<b>Campania (Bay of Naples)</b>		<b>Where do we fit in? Regional Study of the North East with lead on economic activity.</b>	
	Key knowledge	<b>Landscape, relief, landmark, rivers, mountains, hill climate, weather, vegetation, Coastline, river, lake,</b> United Kingdom, <b>Country: England</b> Capital City: London Other Major Cities Mountains: The Cheviot Hills, The Cumbrian Mountains, Scafell Pike Rivers: River Thames, River Tyne, The River Severn Landmarks / Features : Holy Island, Blackpool pier, Port of Tyne, Bamburgh Beach, White Cliffs of Dover <b>Country: Ireland</b> Capital City: Mountains: The Antrim Mountains Landmarks/ Features: The Giant's Causeway		Continent, Europe, Country, region, Italy, Durham, Population, settlement, Land use Physical Features: Coastline, bay, Peninsula, Mountain range: Alps, Apennines, River, Po, Tiber, Tectonic – plate boundaries, Volcano(es) –Vesuvius, Earthquake		tourism, cultural, historical, river, transport(ation), employment, resources, manufacture, advantages, disadvantages, congestion, pollution, networks, land use, economic activity, universities) trade, and transport. <b>Region - Northeast</b> Counties County Durham City: Durham River: Wear  <b>Tyne and Wear</b> City: Newcastle upon Tyne and Sunderland River: Wear and Tyne	



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	<p><b>Country: Scotland</b> Capital City: Edinburgh Mountains: The Grampian Mountains, Ben Nevis, Rivers: River Forth, Landmarks / Features: Edinburgh Castle / Loch Ness</p> <p><b>Country: Wales</b> Capital City: Mountains: The Cambrian Mountains, Snowden, Rivers: The River Severn, River Wye, <b>Regions:</b> North and East of England, North and West of England, South and West England, South and East England</p>				<p><b>Northumberland</b></p> <p><b>Cleveland</b> City – Middlesbrough, Darlington River: Tees</p> <p>What is made in the region – Nissan, Hitachi, Caterpillar Tourism – Coasts, Bamburgh Castle, Durham Cathedral, Holy Island</p>	
Key skills	<p><b>Use</b> satellite image and a variety of maps <b>Add</b> detail to a base map, using OS maps with symbols and four figure grid references <b>Annotate</b> photographs, base maps, satellite images. <b>Describe</b> information suggested by a map/ image.</p>		<p><b>Use</b> geographical information from different types of maps <b>Gather</b> information <b>Pose</b> geographical questions <b>Compare</b> Bay of Naples and Durham</p>		<p><b>Use</b> maps at a variety of scales. <b>Use</b> symbols and key (including the use of Ordnance Survey maps) <b>Gather</b> and use data</p>	
Topic/Focus	<b>The European Jigsaw</b>		<b>The UK – Somewhere to settle</b>		<b>Coastal study</b>	
Key knowledge	<p><b>Vocabulary:</b> country, Europe, continent, river, mountain, fjord, dense/sparse, Population, landmark.</p> <p><b>France</b> Capital City – Paris Other major cities – Lyon, Marseille, Nice, Cannes, Calais Human Features – Eiffel Tower, Louvre, Notre Dame, Eurostar Physical Features – Alps, Mediterranean Sea, Pyrenees, Seine</p> <p><b>Germany</b> Capital City – Berlin Other major cities – Munich, Dusseldorf Human Features – Berlin Wall, Reichstag, Brandenburg Gate, Autobahn Physical Features – Rhine, Black Forest</p> <p><b>Italy</b> Capital City – Rome Other major cities – Venice, Milan, Vatican City Human Features – Colosseum, Trevi Fountain, Vatican Physical Features – Amalfi Coast, Alps, Mount Etna, Mount Vesuvius</p> <p><b>Spain</b> Capital City – Madrid Other major cities – Saville, Barcelona, Human Features – Alhambra, La Sagrada Familia Physical Features – Costa Del Sol, Rock of Gibraltar, Canary Islands</p> <p><b>Russia</b> Capital City – Moscow Other major cities – St. Petersburg Human Features – Winter Palace, Red Square, Kremlin, Trans-Siberian railway Physical Features – Urals, Mount Elbus</p>		<p><b>Geographical Vocabulary</b> Human - land use, settlement, cities, village, town, power, transport, employment, resources Settlement, settler, site, need, shelter, food, defence, fuel, building materials, energy, agriculture, transport. Physical - hills, mountains, rivers, water,</p> <p><b>Region-</b> Northeast England (build on from Y3)</p>		<p><b>Geographical Vocabulary</b> Coast, coastline, coastal, beach, cliff, rock, sand, pebble, sediment, erosion, transport, deposition, landform, estuary, sea, ocean, river, wave, tide, river mouth, longshore drift, cliff, arch, stack, stump, swash, backwash, solution, attrition, abrasion, hydraulic action, groyne, gabion, sea wall, hard and soft engineering, port, harbour. <b>Fieldwork vocabulary</b> – risk, data, sketch, analysis, evaluation, measure, observation, recording, environmental, survey</p>	



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	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Key skills	<b>Locate countries using</b> atlas, maps, thematic maps and GIS, geographical information from research. <b>Sketch</b> /photographic annotation. <b>Describing</b> places geographically.		<b>Use</b> geographical vocabulary to describe types of settlement. <b>Use</b> the 8 points of the compass, four figure grid references, symbols and key (Including use of OS maps)		<b>Use</b> geographical information from OS maps, information texts, photographs and fieldwork <b>Fieldwork</b> : planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation	
Topic/Focus	<b>A watery world</b>		<b>On top of the world</b>		<b>Trade - Origins of key foods.</b>	
Key knowledge	<p><b>Wear</b>            96 km in length            Continent - Europe            Country- England            Source - Wearhead – County Durham            Mouth- North Sea at Sunderland, Tyne and Wear</p> <p><b>Volga</b>            Longest river in Europe – 3692 km            Continent - Europe            Country - Russia            Source -Valadi Hills            Mouth – Caspian Sea</p> <p><b>Nile</b>            6650 km in length            Continent – Africa            Countries:            Source - Rwanda            Mouth – Mediterranean Sea</p> <p><b>Geographical Vocabulary</b> - Bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, fresh water, meander, mouth, salt water, silt, source, tidal river, Tributary, watershed, coast,  <b>Fieldwork vocabulary</b> – risk, data, sketch, analysis, evaluation, measure, observation, recording, environmental, survey</p>		<p><b>Key Vocabulary:</b>            Peak, topographic, subduction, seismic summit, slope, ridge, altitude, relief, contours, range cliff, valley, tectonic plates, volcano</p> <p><b>Mountains:</b>  <b>Snowdonia</b>  <b>Continent:</b> Europe, <b>Country:</b> northwest Wales.  <b>Elevation:</b> 686 m  <b>Top Facts:</b> Wales' highest mountain</p> <p><b>Alps</b>  <b>Continent:</b> Europe  <b>Countries:</b> Slovenia to Austria. They pass through:</p> <ul style="list-style-type: none"> <li>• Italy</li> <li>• Switzerland</li> <li>• France</li> <li>• Germany</li> </ul> <p><b>The highest peak</b> Mont Blanc (White Mountain) which stands at 4,810 metres            It is the highest peak in Western Europe.</p> <p><b>Top facts:</b>            The Alps act as a wind barrier meaning that south of the Alps is slightly drier and warmer.</p> <p><b>Andes</b>  <b>Continent</b> – South America  <b>Elevation:</b> At 22,831 feet (6,959 meters), Argentina's Mount Aconcagua is the highest mountain anywhere in the world outside Asia.  <b>Top facts:</b> The Andes make up the longest mountain chain in the world. The chain also contains the highest mountains in the Americas.            The Andes Mountains stretch from north to south along the entire western side of South America</p> <p><b>Ring of fire</b> - a path along the Pacific Ocean known for active volcanoes and frequent earthquakes            75% of Earth's volcanoes—more than 450 volcanoes—are located along the Ring of Fire. 90% of Earth's earthquakes occur along here</p> <p><b>Mount Fuji</b> –  <b>Continent</b> – Asia  <b>Country</b> – Japan  <b>Elevation</b> 3776m  <b>Last erupted</b> - 1707..</p>		<p><b>Key Vocabulary:</b>            land use, farm, sea, river, factory, trade, resources, transport, UK, import, dairy, cereal, livestock, export, producer, economic activity</p>	

Year 5



## Knowledge and Skills Progression Overview

Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Key skills	<p><b>Use</b> fieldwork to observe, measure, record and present the human and physical features using a range of methods.</p> <p><b>Locate</b> the named rivers on maps</p> <p><b>Use</b> a topographical map to identify the source route and the mouth of a given river.</p>		<p><b>Use</b> geographical information from maps, atlases, globes</p> <p><b>Use</b> a variety of sources of geographical information</p> <p><b>Annotation</b> and geographical descriptions of photographs, features and places</p> <p><b>Using</b> and referring to geographical resources</p>		<p><b>Use</b> of geographical information from maps, atlases, globes, diagrams etc</p> <p><b>Use</b> information from maps, diagrams and information texts.</p> <p><b>Devise</b> questions, collect/ measure and record data</p> <p><b>Use</b> some basic presentation techniques.</p>	
Topic/Focus	<p><b>What do places have in common?</b></p>		<p><b>Biomes and climate zones</b></p>		<p><b>Energy / conservation (Child initiated unit)</b></p>	
Key knowledge	<p><b>Brazil</b></p> <p><b>Continent</b> – South America.</p> <p><b>Population: 202 million</b></p> <p><b>Vegetation:</b> Mainly tropical rainforest</p> <p><b>Rivers:</b> The Amazon is 4,250 miles making it the longest river in the world.</p> <p><b>Climate:</b> mostly tropical and subtropical</p> <p><b>Top Facts:</b> Brazil is the largest country in South America and 5th in the world by size and population.</p> <p><b>Main Cities:</b> São Paulo, Rio de Janeiro, Brasília, Salvador</p> <p><b>UK</b></p> <p><b>Continent</b> - Europe</p> <p><b>Population</b> – 67 million</p> <p><b>Vegetation</b> – Originally mainly forest, now Moorland and heathland occupy about a quarter of the country.</p> <p><b>Main Rivers: Severn, Thames</b></p> <p><b>Climate</b> - mild climate. cool, wet winters and warm, wet summers.</p> <p><b>Main Cities</b> – London, Edinburgh, Cardiff, Belfast,</p> <p><b>Geographical vocabulary</b></p> <p>Biomes, climate, zones, the equator, tropics, hemispheres, longitude and latitude, sub/tropical, terrain, import, export, leisure, inches (rainfall), kilometre, resources (natural), rainforest, urban/isation, population, pollution, flora/fauna, vegetation, networks, minerals, energy.</p>		<p>Continent, climate, weather, equator, poles, Tropics of Cancer and Capricorn</p> <p><b>Aquatic Biome</b> -any part of Earth that is covered with water. This includes freshwater and salt water.</p> <p><b>Forest Biome</b>- The largest biome , wide variety of plants, trees, animals, insects, and microscopic organisms. The major characteristic of the forest biome is its trees. About 30% of the Earth is considered a part of the forest biome.</p> <p><b>Desert Biome</b> - very little vegetation. The climate is extreme depending on its location. The deserts of Africa are extremely hot during the winters and warm throughout the rest of the year. There are also cold deserts such as those in Antarctica.</p> <p><b>Tundra Biome</b> - the coldest places on Earth, similar to a cold desert except they receive less rainfall and contain different animals and plants.</p> <p><b>Grassland Biome</b> - hills of various grasses. They receive just enough rain to sustain grass but not enough to grow many trees.</p> <p><b>Vegetation belt.</b> Vegetation belts depend on temperature, which decreases in line with increasing elevation.</p>		<p><b>Human geography</b> – types of settlement and land use, economic activity including trade links and distribution of natural resources including energy, food, minerals and water.</p>	
Key skills	<p><b>Use</b> geographical information from different types of maps, graphs and information.</p> <p><b>Use</b> of GIS for mapping and weather information.</p> <p><b>Observe,</b> measure and record.</p>		<p><b>Use</b> maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p><b>Use</b> 8 points of the compass, 6 figure grid references, symbols and key to build knowledge of wider world.</p>	

Year 6