



Sandfield Primary School.

Knowledge and Skills Progression in Geography

Intent: To inspire in pupils a curiosity and fascination about the world and its people.

Knowledge, skills and vocabulary are taught through a two-year cycle phased approach.

| Geographical Knowledge Cycle 1 | | | |
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| EYFS- Checkpoints | Key Stage 1 | Key Stage 2 Years 3 & 4 | Key Stage 2 Years 5 & 6 |
| <p><u>People, Culture and Communities</u></p> <p><u>September</u></p> <ul style="list-style-type: none"> Notice similarities and differences between people, reflecting on differences positively. Know that they may come from a different country from other children and understand that these are different places. Show interests in different occupations. <p><u>December</u></p> <ul style="list-style-type: none"> Discuss the roles of people in the community around them and their own experiences with these people. | <p><u>Let's Explore London</u></p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas To know the key human and physical features of London To know the seasonal and daily weather patterns in the UK <p><u>From Farm to Plate</u></p> <ul style="list-style-type: none"> Locate the poles and equator making links with climate and vegetation Locate and name continents and Peru | <p><u>Rainforests Around the World</u></p> <ul style="list-style-type: none"> To locate the equator, tropics and the world's rainforests Define a tropical climate and compare to other locations ((Sherwood Forest) Describe the characteristics of layers of a rainforest ((plants and animals in each layer) To know the effects humans have on rain forests To compare the Amazon to The River Thames – people, trade, power | <p><u>Climate change and the polar ice caps</u></p> <ul style="list-style-type: none"> To identify the position and significance of latitude, longitude, Equator, Tropics, Arctic and Antarctic Circles To know the causes, effects and solutions of Global Warming and link this to climate change. To know the numerous effects of climate change (case studies on the poles and forest fires around the world) To know climate change is occurring at different rates across the world and why. Compare the impact on both people and places |

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| <ul style="list-style-type: none"> • Share their experiences of local features of our community. • Know the church is special to us as Christians. <p><u>Easter</u></p> <ul style="list-style-type: none"> • Look at maps of our school/area and discuss the features they notice. Make their own maps. • Have some basic knowledge of community celebrations • Share their knowledge of different countries | <ul style="list-style-type: none"> • To know where food is grown and why (hot and cold areas in the world in relation to Equator and North and South Poles) | | |
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| <p>Geographical Knowledge Cycle 2</p> | | | |
| <p><u>People, Culture and Communities</u></p> <p>September</p> <ul style="list-style-type: none"> • Notice similarities and differences between people, reflecting on differences positively. • Know that they may come from a different country from other children and understand that these are different places. • Show interests in different occupations. <p>December</p> | <p><u>Glorious Guildford</u></p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • To know the human geography of a local area (Guildford – Stoke Park and cathedral) • To know the physical geography of a local area (Guildford – River Wey) | <p><u>India</u></p> <ul style="list-style-type: none"> • To locate the equator, tropics Asia and India • Name and locate the mountains, rivers and deserts in India. • Locate key physical features in India (Himalayas, Indus, Ganges, Thar desert, Indian and Arabian Ocean, Bay of Bengal) and main cities • To know the climate and vegetation in India | <p><u>The Transatlantic trade</u></p> <ul style="list-style-type: none"> • Locate the world’s countries focussing on Europe, including Russia and North and South America • Identify the location of the Transatlantic Trade Triangle (link to pirates) • To know the importance of trade links (Spice Islands/ Caribbean/ New Orleans) • To know the importance of Bristol and its trade links (Colston and slavery) |

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| <ul style="list-style-type: none"> Discuss the roles of people in the community around them and their own experiences with these people. Share their experiences of local features of our community. Know the church is special to us as Christians. <p>Easter</p> <ul style="list-style-type: none"> Look at maps of our school/area and discuss the features they notice. Make their own maps. Have some basic knowledge of community celebrations Share their knowledge of different countries | <ul style="list-style-type: none"> To know the difference between human and physical features To know the seasonal and daily weather patterns in the UK <p style="text-align: center;"><u>Seasides</u></p> <ul style="list-style-type: none"> To know the human geography of a local area (St Ives and Stonehaven in Scotland) To know the human geography of a contrasting area (Half Moon Bay – Antigua) To know the physical geography of a local area (St Ives and Stonehaven in Scotland) | <ul style="list-style-type: none"> To locate and describe life in Chembakolli and compare to Guildford <p style="text-align: center;"><u>Volcanoes – Iceland</u></p> <ul style="list-style-type: none"> Locate world’s continents and countries in Europe To know how volcanoes are formed (plate tectonics) To know the impact of volcanic activity on the physical features (Iceland) To understand the impact of volcanic activity on settlement, land use and economic activity (Iceland) | <ul style="list-style-type: none"> To identify the positions and significance of latitude /longitude lines and time zones. <p style="text-align: center;"><u>Mountains and Rivers</u></p> <ul style="list-style-type: none"> Locate countries and key mountain ranges of the world To know how mountains are formed To identify the different human and physical features of Snowdonia National Park To know the effects of tourism on mountain areas To know the features of a river and the impact on surrounding landscape |
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| | EYFS EOY incl. ELG | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Locational Knowledge | ELG - Describe their immediate environment using | Understand how some places are linked to other | Name and locate the world’s seven | Identify where counties are within the UK and the key | Recognise the different shapes of continents | Identify and describe the significance of the Prime/ | Locate the world’s countries, using maps to focus on Europe (including |

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| | <p>knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> | <p>places e.g. roads, trains.</p> | <p>continents and five oceans.</p> <p>Name and locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p> | <p>topographical features</p> <p>Name and locate the cities of the UK.</p> | <p>Demonstrate knowledge of features about places around them and beyond the UK</p> <p>Identify where countries are within Europe, including Russia</p> <p>Recognise that people have differing qualities of life living in different locations and environments.</p> <p>Know how a locality is set within a wider geographical context.</p> | <p>Greenwich Meridian and time zones including night and day.</p> <p>Recognise different shapes of countries.</p> <p>Identify the physical characteristics and key topographic features of the countries within North America.</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>Know location of: Capital cities of countries of British Isles and U.K. seas around U.K., European Union countries with high population and large areas</p> | <p>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>Name and locate counties 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 landuse patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and</p> |
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| | | | | | | and largest cities in each continent. | 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). |
| Human and Physical Geography | ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Describe and identify seasonal and daily weather patterns and changes in the UK. | Identify seasonal and daily weather patterns in the United Kingdom and the location of the 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: | Explain about weather conditions/ patterns around the UK and parts of Europe. Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns. | Describe human features of UK regions, cities and/or counties. Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality Describe how people have been affected by changes in | Understand weather patterns around the world and relate these to climate zones. Know how rivers erode, transport and deposit materials Know about the physical features of coasts and begin to understand erosion and deposition. | Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the |

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| | | | <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to try and refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> | | <p>the environment.</p> <p>Explore weather patterns around parts of the world.</p> | <p>Understand how humans affect the environment over time.</p> <p>Know about changes to world environments over time.</p> <p>Understand why people seek to manage and sustain their environment.</p> <p>Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade)</p> | <p>distribution of natural resources including energy, food, minerals and water.</p> |
| Place Knowledge | ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non- | Name, describe and compare familiar places. Link their homes with other places in local community. | Understand geographical similarities and differences through studying the human and physical geography of a | Recognise there are similarities and differences between places. Develop an awareness of how places relate to each other | Know about the wider context of places – region, country Understand why there are similarities and | Know about the wider context of places – region, country. Compare the physical and human features of a region of | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a |

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| | <p>fiction texts and maps.</p> <p>ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> | <p>Know about presents changes in local environment. Suggest ideas about changing the school environment.</p> | <p>small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> | | <p>differences between places.</p> | <p>the UK and a region of North America, identifying similarities and differences</p> <p>Understand why there are similarities and differences between places</p> | <p>European country, and a region within North or South America</p> |
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| Geographical Skills | <p>ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> | <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography and its grounds.</p> <p>Use simple maps of the local area. E.g. large scale, pictorial.</p> <p>Use locational and directional language. E.g. near and far, left and right.</p> <p>Make simple maps and plans, e.g. pictorial, place and story.</p> | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (N, S, E, W) and locational directional language e.g. near and far, left and right to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan</p> | <p>Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features.</p> <p>Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc.</p> <p>Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that?</p> <p>Recognise that different people hold different</p> | <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc</p> <p>Measure straight line distances using the appropriate scale.</p> <p>Explore features on OS maps using four figure grid references.</p> <p>Draw accurate maps with more complex keys.</p> | <p>Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe 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 observe, measure and record the human and physical features in the local area using a range of methods, including</p> |
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| | | | <p>perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> | <p>views about an issue and begin to understand some reasons why.</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory Make more detailed fieldwork sketches/diagrams.</p> | <p>Plan the steps and strategies for an enquiry.</p> | <p>sketch maps, plans and graphs, and digital technologies.</p> <p>Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Use maps, charts etc to support decision making about the location of places e.g. new bypass.</p> |
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| | | | | <p>Use fieldwork instruments e.g. cameras, rain gauge.</p> <p>Use four figure grid references.</p> <p>Use the 8 points of a compass.</p> <p>Make plans and maps using symbols and keys</p> | | | |
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| <p>Useful Vocabulary – some examples</p> | <p>Environment, place, quiet, busy calm, noisy, similar, same, different, old, new, past, present forwards backwards move route same, different, similar then now before after next Autumn Winter Spring Summer</p> | <p>school roads street house bridge transport route weather climate summer winter autumn spring seasons wind snow rain hail fog wet hot cold far near town village shop world place</p> | <p>Africa Antarctica Asia Australia Europe North America South America Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean Antarctic Ocean Arctic Ocean England Scotland Northern Ireland Eire Wales north south east west North Pole South Pole Irish Sea North Sea English Channel beach cliff coast forest mountain sea river soil</p> | <p>ash cloud core after shock crater crust dormant eruption extinct landslides magma Richter Scale magnitude velocity seismic waves plate tectonics Ring of Fire mantle fieldwork sketch North East South East North West South West Compass Polar Longitude Latitude Equator environment tropical climate zone weathering erosion</p> | <p>settlement land use economic activity tundra savannah tropical forest valley contour humid evaporation precipitation condensation natural resources man – made resources hemisphere tropical urban rural satellite settlement patterns inland distance scale grid reference import export</p> | <p>source stream tributary watershed estuary floodplain flow meander mouth sea level deposition confluence vegetation belts terrain features irrigation arid ground water delta ox-bow lake water cycle scale contours tourist development transportation</p> | <p>economy finance industry leisure trade links natural resource energy minerals manufacture pollution climate change fossil fuels greenhouse gases migrate disperse sustainability natural resources canopy Ordnance Survey indigenous immigrant Greenwich/Prime Meridian time zone Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn biomes renewable conservation</p> |
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