



St John's C.E. Primary School

Geography
Progression in Geographical skills
and vocabulary



Shaping lives. Shaping futures.

“Start Children off on the way they should go, and even when they are old, they will not turn from it.”

Proverbs 22:6

Progression of Skills through locational knowledge.

During their time at St. John’s, children will encounter locational knowledge through every unit of work as shown on the overview of the Geography long term plan below.

	Year 1 Autumn 2	Year 2 Autumn 2	Year 3 Autumn 2	Year 4 Autumn 2	Year 5 Autumn 2	Year 6 Autumn 2
Unit 1	<p>NC Content: ‘The United Kingdom’ Name, locate and identify the UK on a map of the world.</p> <p>Name and locate the four countries of the UK and surrounding seas.</p> <p>Identify capital cities, a major river and the highest mountains.</p> <p>Identify the approximate position of our own location on a map of the UK.</p>	<p>NC Content: ‘Our local environment’ Use basic geographical vocabulary to refer to key physical and human features around the school site and local area.</p> <p>Understand how the local landscape is affected by physical and human geography.</p>	<p>NC Content: ‘Europe’ Locate the world’s countries using maps to focus on Europe (including the location of Russia). Concentrate on physical and human characteristics and cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography.</p> <p>Identify the position and significance of places in relation to the Equator.</p>	<p>NC Content: ‘Africa’ Identify the position and significance of the Equator and latitude and longitude on the continent of Africa.</p> <p>Describe and understand key aspects of physical geography-rivers, mountains, volcanoes, settlement and economic activity-tourism (case study on an area of Africa).</p> <p>Understand how land use patterns affect the environment.</p>	<p>NC Content: ‘Climate and weather patterns’ Describe and understand key aspects of human and physical geography-climate zones-the affect this has on the environment and extreme weather conditions.</p> <p>Understand geographical similarities and differences between climates of two different countries.</p> <p>Identify the position and significance between the tropics, arctic and Antarctic circle and the Equator.</p>	<p>NC Content: ‘Earthquakes and Volcanoes’ Identify key topographical features-volcanoes.</p> <p>Identify the position and significance of latitude, longitude, Northern and Southern Hemisphere in relation to volcanic activity. Describe and understand key aspects of volcanoes and their connection with earthquakes.</p> <p>Understand geographical similarities and differences through the study of volcanoes around the world.</p>
Unit 2	<p>Spring 2 ‘Our World’ Name and locate the world’s seven continents and five oceans on a map of the world.</p> <p>Develop knowledge about the world’s 7 continents-which are the hot and cold areas of the world? Gain knowledge of key places and landmarks within these continents.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom countries in hot and cold areas of the world.</p> <p>Understand geographical similarities and differences between England and Kenya.</p>	<p>Spring 2 ‘Australia’ Use basic geographical vocabulary to refer to key physical and human features: forests, mountains, rivers, weather, cities and village. Describe and understand key aspects of these features.</p> <p>Understand geographical similarities and differences through studying human and physical geography of an area in Australia and an area of the UK.</p> <p>Identify seasonal/daily weather patterns in the United Kingdom and countries in hot and cold areas of the world in relation to the equator and the poles.</p>	<p>Spring 2 ‘The Coast’ Identify key topographical features-coastlines and how they can vary.</p> <p>Understand similarities and differences between coastlines within the UK and why this might be. How coastlines have changed over time.</p> <p>Describe and understand the physical geography and human geography of the coast including landscape, climate, types of settlement, tourism.</p>	<p>Summer 1 ‘Rivers and the Water Cycle’ Describe and understand key aspects of the water cycle and how this affects the landscape.</p> <p>Describe and understand the life of a river and how this affects the landscape.</p> <p>Describe the journey of a local river from source to mouth.</p> <p>Understand the important of a river to the local area.</p> <p>Understand similarities and differences between rivers and canals.</p> <p>Understand the importance of protecting rivers and canals.</p>	<p>Spring 2 ‘Explorers and maps’ Identify the position and significance of latitude, longitude and the tropics. Understand the significance of the prime Greenwich meridian and time zones (including day and night)</p> <p>Understand geographical similarities and differences through the study of human and physical geography.</p> <p>Describe and understand key aspects of physical and human geography and how land use patterns have changed-settlements, food and natural resources.</p>	<p>Spring 2 ‘America’ Identify key topographical features-hills, mountains, rivers and coast.</p> <p>Understand geographical similarities and differences through the study of human and physical geography-a national park in USA and a national park in the UK</p> <p>Understand how vast the USA is in comparison to other places.</p> <p>Compare the counties of the UK to the states in the USA. Understand key human and physical characteristics of America (North/South)</p>



Each of these units has been designed to consolidate previous skills and vocabulary and build upon these, whilst also introducing new subject specific vocabulary and skills year on year. The Progressions of Skills Ladder for Geography clearly establishes the opportunities for skill and vocabulary acquisition throughout each year group.

Unit 1	<p>Year 1 Skills: Use simple world maps to locate.</p> <p>Use locational and directional language- near, far, left and right.</p> <p>Use simple compass directions verbally- North, South, East and West.</p> <p>Observe aerial photographs of key places and features.</p> <p>Vocabulary: World, map, continent, country, ocean, United Kingdom, city, countryside, city, North, South, East and West.</p>	<p>Year 2 Skills: Use simple compass directions to describe the location of features and to create routes on a map of the school.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its surroundings and the human and physical features of its surrounding environment.</p> <p>Devise a simple map and construct basic symbols and labels.</p> <p>Vocabulary: environment, physical, human, landmark, fieldwork, observe, aerial, birds eye</p>	<p>Year 3 Skills: Use maps and atlases to locate countries in relation to other places (bordering countries and seas) and the Equator.</p> <p>Begin to use 8 compass points to locate and compare position.</p> <p>Complete a sketch of a map with key with symbols.</p> <p>Use digital technology to measure and record information on physical and human features.</p> <p>Vocabulary: continent, Equator, Northern Hemisphere, physical, human, border</p>	<p>Year 4 Skills: Use maps, atlases and digital technologies to locate key places.</p> <p>Use the 8 compass points and begin to use coordinates to locate key features.</p> <p>Sketch more detailed maps with increased accuracy and detail using ordnance survey symbols.</p> <p>Record important data about physical and human geography from the use of digital technologies and maps.</p> <p>Vocabulary: Tourism, coordinates, settlement, conservation, climate, topography, population, Equator, latitude, longitude.</p>	<p>Year 5 Skills: Use Ordnance Survey maps and/or digital mapping to locate key places.</p> <p>Observe and measure weather patterns using graphs.</p> <p>Record important data in order to make comparisons.</p> <p>Analyse a range of maps with information on climate zones, weather patterns e.g. high and low pressure or temperature.</p> <p>Vocabulary: climate, vegetation, hemisphere, tropics, temperature, precipitation, sunlight, drought, flood.</p>	<p>Year 6 Skills: Use Ordnance Survey equivalent maps and digital mapping to locate.</p> <p>Use the 8 points of a compass alongside a four and six figure grid reference to build knowledge of an area. Sketch own detailed maps using 4 or 6 figure grid references and appropriate symbols. Analyse topographical maps to show the height of land.</p> <p>Record and measure volcanic or earthquake activity using graphs.</p> <p>Vocabulary: tectonic plates, magma chamber, lava, crater, vent, ash, eruption, Richter Scale, pyroclastic flow.</p>
Unit 2	<p>Skills: Use world maps to identify the continents and oceans.</p> <p>Use simple compass directions-North, South, East and West both verbally and in written work.</p> <p>Vocabulary: Continent, ocean, border, landmark, physical, human, temperature, weather, Equator, north, south, east, west, country, North Pole, South Pole, season.</p>	<p>Skills: Use more detailed world maps, atlases and globes (use contents to find the appropriate page).</p> <p>Use simple compass points and directional language.</p> <p>Use aerial photographs and plan perspectives to recognise and describe landmarks and basic human and physical features.</p> <p>Vocabulary: Atlas, , continent, Equator, climate, physical, human, North Pole, South Pole, compare, landmark, human, physical, rainforest.</p>	<p>Skills: Use maps and atlases to locate key places accurately.</p> <p>Use 8 compass points to locate and compare the location with other regions.</p> <p>Use ordnance survey maps to build knowledge of a region.</p> <p>Vocabulary: Coast, cliff, shore, sand dunes, beach, cave, pier, bay, cave, rock pool, lighthouse, harbour, headland, trade, tourists, climate, population, settlement, erosion, undercutting, notch, peninsular, human, physical.</p>	<p>Skills: Use maps/digital technologies to name and locate major rivers of the world.</p> <p>Begin to study ordnance survey maps and use this to sketch a route.</p> <p>Vocabulary: Water Cycle, rivers and streams, precipitation, run-off, underground water, evaporation, condensation, upper course, middle course, lower course, valley, channel, waterfall, gorge, estuary, tributary, channel, floodplain, mouth, source.</p>	<p>Skills: Sketch detailed maps and routes that explorers took (taking into account different time zones crossed).</p> <p>Use the 8 points of a compass alongside four or 6 figure grid references (Ordnance Survey maps) to build knowledge of an area.</p> <p>Vocabulary: Latitude, longitude, Northern Hemisphere, Southern Hemisphere, Greenwich Meridian, Tropics of Capricorn and Cancer, topography, settlement, expedition.</p>	<p>Skills: Analyse a range of maps to build knowledge of an area.</p> <p>Observe, measure and record data to compare two regions use maps, graphs and digital technologies.</p> <p>Locate countries and key places in America using maps and atlases.</p> <p>Vocabulary: National park, conservation, Northern Hemisphere, Southern Hemisphere, Greenwich Meridian, Tropics of Capricorn and Cancer, topography, economy.</p>



Progression implementation at each Key Stage

EYFS

Early Years Foundation Stage geography is where the children begin to gain a wider experience of the world around them.

They will learn through first-hand experiences to explore, observe, problem solve, predict, think critically, make decisions and talk about the creatures, people, plants and objects in their natural environments.

Children learn about seasons, the weather, features in the local area and the buildings that surround them. They may be shown photographs of the local area to help them identify features, for example a library, railway, church or hospital. They will also be encouraged to record their findings, perhaps through drawing, writing, and modelling.

Children will be asked open-ended questions, for example, “What can you see here?” to help them to think and make connections between ideas.

In Key Stage 1 and 2, Geography is divided into four key areas: Locational knowledge, place knowledge, human and physical Geography and Geographical skills and fieldwork.

Key Stage 1

In Key stage 1, Geography continues to develop an understanding of their locality but progresses to developing knowledge about the United Kingdom, Australia and the world’s continents and oceans. They will be taught basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

In Key Stage 2, the place knowledge broadens to develop an understanding beyond the local area. The children have the opportunity to study Europe, Africa and America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Across all year groups, the children have regular opportunities to use maps, atlases, globes and digital mapping to locate countries, continents and oceans and the range of features they are studying.

- They will 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
- They will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.



- In Key Stage 1, they will 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.
- In Key Stage 2, they will 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.

A variety of SMSC opportunities will be embedded across the Geography curriculum beginning in the EYFS and continuing through to Year 6. The children will discuss a range of global topics and up to date events in order to gain a wider understanding of how people’s homes and lives are affected by what is happening. They will learn to develop an appreciation for what they have, empathy with those whose lives are difficult and to respect, accept and celebrate diversity at a local, national and international level.

Progression of Unit Outcomes

Unit 1	Year 1 Outcomes: Children will be able to correctly orientate a map of the UK. They will be able to label countries, capital cities, surrounding seas and some key physical features with some accuracy. They will gain an understanding of their own location within the UK in relation to other places.	Year 2 Outcomes: Children will be able to classify and describe the difference between physical and human features. They will be able to apply this knowledge into recognising different features of the school grounds. Children will be able to identify features on an aerial map of the school and will be able to orientate the map accurately. They will be able to complete their own map of the school using compass knowledge to describe the location of places.	Year 3 Outcomes: Children will gain a deeper understanding of the continent of Europe, its position in the world and the different countries within. They will gain an understanding of bordering countries and how countries in Europe differ due to their location in relation to the Equator. They will gain knowledge on key physical and human landmarks within Europe. They will learn how to use the 8 points of a compass and record important data in order to make comparisons.	Year 4 Outcomes: Children will be able to identify countries which make up Africa and make comparisons between their size and position. They will be able to locate key places within Kenya using maps and technology. They will be able to sketch maps of the area in detail and increased accuracy. They will be able to complete a case study of an area in Africa including information of tourism, land use and conservation.	Year 5 Outcomes: Children will gain an in depth understanding of how the position of a country affects their climate and weather pattern. They will be able to analyse how climate then affects vegetation and landscape. They will be able to compare between climates using geographical position and data to explain why.	Year 6 Outcomes: Children will gain an in depth understanding of how earthquakes and volcanoes are connected and the reasons why they exist. They will understand how volcanoes erupt and the importance of geographical location e.g. why some places don't have earthquakes or volcanoes. They will be able to analyse a range of maps and record volcanic activity using graphs.
Unit 2	Outcomes: Children will be able to transfer names of continents and oceans from a given map to their own map. They will be able to compare the position and size of different places using correct directional language. Children will be able to identify which places are hot and cold. They will be able to recall key landmarks and places from different continents. They will be able to describe UK seasonal patterns.	Outcomes: Children will be able to locate and identify Australia on a map of the world. They will be able to identify the North and South Poles as well as the Equator. They will understand how a country's position can affect its climate. They can classify physical and human features and compare these between two countries. They will understand the importance of the rainforest on a local and global scale.	Outcomes: Children will be able to identify the features of a coastline and how they can differ in different parts of the UK. They will understand that the coastline is something that is not fixed and continually changes over time due to erosion. They will understand that the coast is important for tourism and attracts people for different reasons. They will build on their knowledge of the UK, looking at specific counties and using compass points.	Outcomes: Children will gain an understanding of how the water cycle is vital to all life on earth. They will gain location knowledge on a local and worldwide scale, making observations on how rivers impact on human life and the environment/landscape. They will be able to sketch the journey of the River Severn from source to mouth. They will understand the difference between a canal and river and the importance of protecting them.	Outcomes: Through the study of two famous explorers, children will gain a wider knowledge of the world and how environments have changed over time. They will be able to sketch more accurate maps and routes with an increased understanding of scale and distance. They will gain understanding of why there are different time zones. They will be able to use Ordnance Survey maps with increased confidence and apply this knowledge.	Outcomes: Children will gain a wider knowledge of places within America and the human and physical features within. They will be able to make detailed comparisons through case studies, observations of key features and data. They will be able to analyse detailed maps, including maps to show topography. They will be able to bring in knowledge of time zones and climate zones.



Progressions of End of Unit Assessment Statements

The National curriculum is split into Key stage 1 and Key stage 2 in terms of coverage and assessment. Some targets will be repeated in different year groups in order to consolidate and embed previous knowledge while also transferring previously learnt skills and applying them to a different location.

Year Group	Unit Title	Unit Outcomes
1	Unit 1- The United Kingdom	<p>I can identify my own location within the UK.</p> <p>I can name, locate and label countries of the UK.</p> <p>I can name, locate and label surrounding seas of the UK.</p> <p>I understand simple compass points and use this to compare the position of places.</p> <p>I can orientate a map of the UK accurately.</p> <p>I can name and locate capital cities of the UK.</p> <p>I can name, locate and describe a major river and highest mountains.</p>
	Unit 2- Our World	<p>I can use world maps to identify the world's seven continents and five oceans.</p> <p>I know which the hot and cold areas of the world are.</p> <p>I can identify seasonal weather patterns in the United Kingdom.</p> <p>I can name physical geographical features of the United Kingdom.</p> <p>I can name human features of the United Kingdom.</p>
2	Unit 1- Our local environment	<p>I can follow and give instructions using compass points.</p> <p>I can use simple compass directions to describe the location of features.</p> <p>I can use simple fieldwork and observational skills to study the geography of the school.</p> <p>I can describe the human and physical features of the surrounding environment.</p> <p>I can create routes and symbols on a map.</p>
	Unit 2- Australia	<p>I can use more detailed world maps and atlases accurately.</p> <p>I can use aerial photographs to recognise key landmarks.</p> <p>I can use geographical vocabulary to describe physical features.</p> <p>I can use geographical vocabulary to describe human features.</p> <p>I can identify similarities and differences between Australia and the UK.</p> <p>I can describe seasonal/daily weather patterns in hot and cold areas of the world.</p>



3	Unit 1- Europe	<p>I know and can apply the eight compass points to make comparisons of position and location.</p> <p>I know the position of major countries within Europe. (Germany, France, UK, Spain, Italy)</p> <p>I can identify the position of key physical and human landmarks within Europe.</p> <p>I can identify how countries physical and human geography is similar/different.</p> <p>I can sketch maps with some accuracy.</p> <p>I can use symbols and a key to identify physical and human features.</p> <p>I can begin to compare urban and rural tourism.</p>
	Unit 2- The Coast	<p>I can use maps and atlases to locate key coastal regions in the UK.</p> <p>I can identify key topographical features of coastlines.</p> <p>I can describe the human and physical geography of coastal regions.</p> <p>I can explain how coasts can change over time.</p> <p>I can use Ordnance Survey maps to develop knowledge of an area.</p> <p>I can identify similarities and differences between coastlines in different places.</p>
4	Unit 1- Africa	<p>I can use the 8 compass points to locate key features.</p> <p>I can begin to use coordinates to locate key features.</p> <p>I can sketch more detailed maps with increased accuracy and use symbols.</p> <p>I can locate key places and Record important data about physical and human geography from the use of digital technologies and maps.</p> <p>I can identify the position and significance of the Equator and latitude and longitude on the continent of Africa.</p> <p>I can understand how land use patterns affect the environment and people's lives.</p>
	Unit 2- Rivers and the Water Cycle	<p>I can Describe and understand key aspects of the water cycle and how it affects the landscape.</p> <p>I can Describe and understand the life of a river and how this affects the landscape.</p> <p>I can Use maps/digital technologies to name and locate major rivers of the world.</p> <p>I can describe the journey of a local river from source to mouth.</p> <p>I am beginning to study ordnance survey maps and use this to sketch a route.</p> <p>I understand the important of a river to the local area.</p> <p>I Understand similarities and differences between rivers and canals.</p> <p>I understand the importance of protecting rivers and canals.</p>



5	Unit 1- Climate and Weather patterns	<p>I can describe the difference between weather and climate.</p> <p>I can identify and make comparisons on different climate zones and describe the impact.</p> <p>I can Identify and describe the significance of lines of latitude. Longitude, Equator and tropics in relation to climate and weather.</p> <p>I can observe and measure weather patterns using graphs/tables.</p> <p>I can record data about weather patterns.</p> <p>I can name types of extreme weather and how/why these develop.</p>
	Unit 2- Explorers and Maps	<p>I understand the significance of the prime Greenwich meridian and time zones (including day and night)</p> <p>I can use the 8 points of a compass to build knowledge of an area.</p> <p>I can use four or 6 figure grid references (Ordnance Survey maps) to build knowledge of an area.</p> <p>I can sketch detailed maps and routes that explorers took (taking into account different time zones crossed).</p> <p>I understand geographical similarities and differences through the study of human and physical geography.</p>
6	Unit 1- Earthquakes and Volcanoes	<p>I can observe and analyse a range of maps including topographical maps.</p> <p>I can apply my knowledge of four and six figure grid references to build knowledge of an area and scale and distance.</p> <p>I can sketch detailed maps to show volcanoes and the surrounding area using accurate symbols.</p> <p>I can record geographical data using tables and graphs.</p> <p>I can explain the role of tectonic plates on the earth.</p> <p>I can describe and explain the process of a volcanic eruption using correct terminology.</p> <p>I understand how geographical location is important for volcanic and earthquake activity.</p>
	Unit 2- America	<p>I can name and locate some counties of the United Kingdom.</p> <p>I can locate countries and key places in America.</p> <p>I understand how vast the USA is in comparison to other places.</p> <p>I understand key human and physical characteristics of North and South America.</p> <p>I can identify key topographical features of an area of the USA.</p> <p>I can analyse a range of maps to build knowledge of an area.</p> <p>I understand geographical similarities and differences through the study of human and physical geography.</p> <p>I can observe, measure and record data to compare two regions use maps, graphs and digital technologies.</p>

