



Geography Skills Progression

Core skill areas	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
People, Culture and communities	Nursery: -Shows interest in different occupations			

Nursery
 Autumn
 Term:
 Journey's and Celebrations
 Spring
 Term: Into the Woods
 Summer
 Term:
 Toys and Treasures
Reception:
 Autumn
 Term: My classroom and my school
 Spring
 Term: The Wilder World
 Summer
 Term:
 Animals from around the world and habitats

Year 1 & 2

Cycle A
 Autumn 2: Finding My Way
 Spring 2: The Inuit People
 Summer 2: The British Isles & Coasts

Cycle B
 Autumn 2: tbc: 'In and Around My School'
 Spring 2: Weather
 Summer 2: China

Year 3 & 4

Cycle A
 Autumn 2: Rivers (Gade, Chess & Colne focus)
 Spring 2: All Around the World
 Summer 2: Comparing Regions

Cycle B
 Autumn 2: Northwood
 Spring 2: Climate Zones and Biomes
 Summer 2: Rainforests

Year 5 & 6

Cycle A
 Autumn 2: Mapping the Local Area
 Spring 2: South and Central America - Mexico
 Summer 2: Mountains

Cycle B
 Autumn 2: London and the River Thames
 Spring 2: Volcanoes and Earthquakes
 Summer 2: Let's Go Global



Geography Disciplinary Knowledge and Vocabulary Overview

	<p>-Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos</p> <p>Reception:</p> <p>-Is able to draw information from a simple map</p> <p>- Recognises some similarities and differences between life in this country and life in other countries</p> <p>- Describes his/her immediate environment using knowledge from observation</p>			
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Geography Disciplinary Knowledge and Vocabulary Overview

	<p>on, discussion, stories, non-fiction texts and maps (ELG) -Is able to 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 (ELG)</p>			
<p>The Natural World</p>	<p>Nursery -Uses all his/her senses in hands-on exploration of natural materials -Explores collections of materials with</p>			



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Geography Disciplinary Knowledge and Vocabulary Overview

<p>similar and/or different properties</p> <ul style="list-style-type: none">-Talks about what they see, using a wide vocabulary-Begin to understand the need to respect and care for the natural environment and all living things.-Continue developing positive attitudes about the differences between people-Know that there are different countries in the world			
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Geography Disciplinary Knowledge and Vocabulary Overview

	<p>and talk about the differences they have experienced or seen in photos.</p> <p>-Talk about members of their immediate family and community.</p> <p>-Name and describe people who are familiar to them.</p> <p>Reception</p> <p>-Draw information from a simple map.</p> <p>- Understand that some places</p>			
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Geography Disciplinary Knowledge and Vocabulary Overview

	<p>are special to members of their community- Link to physical geography and RE</p> <p>- Recognise some similarities and differences between life in this country and life in other countries.</p> <p>-Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p>			
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Geography Disciplinary Knowledge and Vocabulary Overview

	<p>Understand the effect of changing seasons on the natural world around them.</p> <ul style="list-style-type: none">- Explore the natural world around them- Understands the effect of changing seasons on the natural world around them- Understands some important processes and changes in the natural world around them, including the seasons and changing states of			
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Geography Disciplinary Knowledge and Vocabulary Overview

	matter (ELG)			
<p>Geography Skills & Fieldwork</p>		<p>Y1</p> <ul style="list-style-type: none"> - Ask simple geographical questions e.g. What is it like to live in this place? - Use simple observational skills to study the geography of the school and its grounds - Use simple maps of the local area E.g. large scale, pictorial etc. - Use locational and directional language (E.g. near and far; left and right) to describe the location of features and routes - Make simple maps and plans from an aerial view E.g. of our school - Understand how some places are linked to other places e.g. roads, trains <p>Y2</p> <ul style="list-style-type: none"> - 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 - Use simple compass directions (North, South, East and West) and locational and directional language E.g. near and far; left and right, to describe the location of features and routes on a map - 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 	<p>Y3</p> <ul style="list-style-type: none"> - 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? What do you think it might be like if...continues? - Analyse evidence and draw conclusions E.g. make comparisons between locations using aerial photos/picture, population, temperatures etc. - Understand and use a widening range of geographical terms E.g. specific topic vocabulary detailed below - Make more detailed fieldwork sketches/diagrams Use fieldwork instruments E.g. camera, rain gauge - Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features - Use four figure grid references. -Use the 8 points of a compass - Make plans and maps using symbols and keys <p>Y4</p> <ul style="list-style-type: none"> - Understand and use a widening range of geographical terms E.g. specific topic vocabulary detailed below - Explore features on OS maps using 6 figure grid references - Draw accurate maps with more complex keys - 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. 	<p>Y5</p> <ul style="list-style-type: none"> - Understand and use a widening range of geographical terms E.g. specific topic vocabulary detailed below. <p>Y6</p> <ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -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 his/her knowledge of the United Kingdom and the wider world -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 -Understand and use a widening range of geographical terms detailed below -Use maps, charts etc. to support decision making about the location of places E.g. new bypass



Geography Disciplinary Knowledge and Vocabulary Overview

		- 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.		
Locational Knowledge		<p>Y1 -Understand how some places are linked to other places e.g. roads, trains</p> <p>Y2 - Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom - Name, locate and identify characteristics of the seas surrounding the United Kingdom</p>	<p>Y3 -Identify where the counties are within the UK and the key topographical features - Name and locate the cities of the UK</p> <p>Y4 -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (focus on 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, 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)</p>	<p>Y5 -Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night -Recognise the different shapes of countries - Identify the physical characteristics and key topographical features of the countries within South America - Know about the wider context of places e.g. county, region and country - Know and describe where a variety of places are in relation to physical and human features - Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</p> <p>Y6 -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Focus on South, Central America and Mexico. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (focus on hills, mountains, rivers & volcanoes), and land-use patterns; and understand how some of these aspects have changed over time</p>



Geography Disciplinary Knowledge and Vocabulary Overview

Place Knowledge		<p>Y1</p> <ul style="list-style-type: none"> -Name, describe and compare familiar places. -Link their homes with other places in their local community. -Know about some present changes that are happening in the local environment e.g. at school. - Suggest ideas for improving the school environment. <p>Y2</p> <ul style="list-style-type: none"> -Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Iqaluit). 	<p>Y3</p> <ul style="list-style-type: none"> -Recognise there are similarities and differences between places. -Develop an awareness of how places relate to each other. <p>Y4</p> <ul style="list-style-type: none"> - Know about the wider context of places – region, country -Understand why there are similarities and differences between places. 	<p>Y5</p> <ul style="list-style-type: none"> -Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences. <p>Y6</p> <ul style="list-style-type: none"> -Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human & Physical Features		<p>Y1</p> <ul style="list-style-type: none"> -Describe seasonal weather changes <p>Y2</p> <ul style="list-style-type: none"> -Identify seasonal and daily weather patterns in the United Kingdom and the location of 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, 	<p>Y3</p> <ul style="list-style-type: none"> -Identify physical and human features of the locality - Explain about weather conditions/patterns around the UK and parts of Europe <p>Y4</p> <ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle Human geography, including: types of settlement, land use, regions, cities and/or countries 	<p>Y5</p> <ul style="list-style-type: none"> -Understand about 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 - Understand how humans affect the environment over time - Know about changes to world environments over time -Understand why people seek to manage and sustain their environment.



Geography Disciplinary Knowledge and Vocabulary Overview

		<p>valley, vegetation, season and weather</p> <p>-Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Understand the effect of landscape features on the development of a locality - Describe how people have been affected by changes in the environment - Explain about key natural resources e.g. water in the locality - Explore weather patterns around parts of the world</p>	<p>Y6</p> <p>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 distribution of natural resources including energy, food, minerals and water.</p>
<p>Key Vocabulary Cycle A</p>	<p><u>Nursery Autumn Term:</u> Map Positional language : Forward, backwards, near, far Season Weather City Town Local area</p> <p><u>Nursery Spring Term</u> United Kingdom England, Wales, Northern Ireland, Scotland</p> <p><u>Nursery Summer Term</u> Globe</p>	<p><u>'In and Around My School' tbc</u> Local area, school, home, address, compass, directions, position, NESW, England, Northwood, South Oxhey, Eastbury Farm Primary School, local area, locate (find!), map, street map, map symbols, map key, title, observe, record, route, building, house/houses/housing, detached, semi-detached, terraced, cottage, bungalow, flats, caravan, offices, shops, business street, local, fieldwork, locate, street map, observe, record, route, human, physical, feature, man-made, natural</p> <p><u>The Inuit People</u> Antarctica, Iqaluit, Inuit, Arctic, climate, weather, rain, season, snow, sunshine, temperature, wind, Arctic, inside, outside, polar, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, igloo, factory, farm, house, office, port, harbour and shop, polar bear,</p>	<p><u>Rivers</u> Condensation Precipitation Evaporation Transpiration Collection Run Off Natural flow, waterway, natural, man-made, source, tributaries, upper course, middle source, meanders, lower course, estuary/mouth Leisure, industry, conservation, pollution, settlements, agriculture, household, community, necessary, needs, luxury River vocabulary: source, spring, stream, tributary, meander, lock, lower/middle/ upper course, estuary, mouth Rivers. World. Water Cycle Atlas</p> <p><u>All Around the World</u> Location, industry, transport, settlement, Australia, Brazil, China, Egypt, France, India, Spain, United States of America, atlas, continent, globe, human, ocean, physical, human, east, hemisphere, north, south, west, South pole, North Pole, ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean, Antarctica, Africa, Asia, Europe, North America, South America,</p>	<p><u>Mapping the Local Area</u> Country, city, , town, village, atlas, map, index, coordinates, latitude, longitude Key, symbol, compass, north, south, east, west Ordnance Survey, northeast, southeast, southwest, northwest Co-ordinates, grid reference, easting, northing, six figure grid reference</p> <p><u>South and Central America-Mexico</u> Population, transportation, trade links, Physical features, mountains, rivers, estuaries, plains, rainforest, desert rainforest, farming, crops, maize, silver mining, silver smiths, environmental issues, deforestation, habitat loss Infrastructure. population density and concentration, indigenous peoples, erosion, preserve and conservation, subsistence farming</p> <p><u>Mountains</u> Mountain, range, height, peak, contour, altitude, peaks, slopes, valley, foot, slope, summit, snow line, tree line, outcrop, face,</p>



Geography Disciplinary Knowledge and Vocabulary Overview

<p><u>Reception:</u> <u>I am special, I am me</u> Country Local area England United Kingdom Season Weather City</p> <p><u>Twinkl lights and Gloomy nights</u> Map Positional language : forward, backward, left, right, near, far Directions Route Atlas Continent Indian-Linked to Diwali</p> <p><u>Fantastic food</u> Wales, Northern Ireland, Scotland, Asia-Linked to CNY</p>	<p>arctic hare, arctic fox, seal, snowy owl, vegetation, camouflage</p> <p><u>The British Isles and Coasts</u> Country, capital, locate, coastline, island, human feature, physical feature, England, Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, Seaside, coast/coastline, beach, human, physical, sand, sea, promenade, cliffs, coast, pier, vegetation, harbour, shop, bay, lighthouse</p>	<p>Oceania, longitude, latitude, hemisphere, continent, equator, climate forecast, climate, hemisphere, time zones, climate, continent time zone, biomes.</p> <p><u>Comparing Regions</u> Regions, physical features, human features, conurbations, urban and rural, greenbelt, brown belt, forestry, farming, market gardening, forestry, arable, beef, dairy, environment, environmental issues, climate change, pollution, loss of habitats, carbon emissions</p>	<p>ridge, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, climate, forecast, average, tourism, positive, negative, economic, social, environmental Corrie mountain, hanging valley, plate tectonic theory, snow line, tree line, snow drift, V-shaped valley, U-shaped valley, mountain pass, alpine, glacial, avalanche, biome, cornice, scree</p>
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Geography Disciplinary Knowledge and Vocabulary Overview

	<p>Africa- Linked to Handa Surprise</p> <p><u>Once upon a time</u> beach, cliff, coast, forest, hill, mountain , sea, river, soil, valley,</p> <p><u>Superher oes</u> Map Positional language : forward, backwar d, left, right, near, far Directions Route Atlas Continent</p> <p><u>All creatures great and small</u> Continent , Europe, Asia, Africa, North America, South America, Australasi</p>			
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	a, Antarctic a, ocean,			
Key Vocabulary Cycle B		<p><u>Finding My Way</u> England, Ireland, Scotland, Wales, country, city, London, Belfast, Edinburgh, Cardiff, map, atlas, index, globe, compass, North, East, South, West, measure, directions, continent, location, place, human, physical, feature, world map, United Kingdom, British Isles, route, local area, near/far, distance, cardinal directions, North, East, South, West.</p> <p><u>Weather</u> Earth, My School, rain, season, snow, sunshine, temperature, wind, inside, outside, polar, weather, climate, North and South Pole, Arctic, Jamaica, equator, meteorologist, seasons, observations, hot, cold, atlas</p> <p><u>China</u> China, Asia, Beijing, Shanghai, continent, country, oceans/seas, provinces. People's Republic of China, Asia, currency (yuan), population, weather, climate, Mandarin, farming, producer, export, landmark, observe, city, urban, rural, compare, farming, crops, materials, goods, foods, produce, producer, consume, agriculture.</p>	<p><u>Northwood</u> Maps, similarities, differences, human geography, physical geography, symbols ford, river, valley, farmland, lakes, quarries, canals, map, satellite view, terrain view, hamlet, village, town, city. Local, map, terrace, semi-terrace, detached, physical, human Ordnance survey maps, symbols, maps History, Northwood, estate agent, persuade, maps,</p> <p><u>Climate Zones and Biomes</u> Climate, weather, climate zone, polar, temperate, Mediterranean, tropical, mountain, climate change, global warning, environmental change, extreme. Arid, Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, biome, ecosystem, dry, Southern/Northern hemisphere, latitude, longitude, global positioning</p> <p><u>Rainforests</u> Rainforest, climate, zone, region, tropics of cancer/Capricorn, continent, Arctic, Antarctic, equator, longitude, latitude rainforest, climate, zone, region, tropics of cancer/Capricorn, dense, hot, humid, vegetation, species. climate, temperature, precipitation, discreet and continuous data, renewable tribes, hunting, way of life, subsistence, land use, settlement, trade, forest deforestation, environment, habitat, adaptation, logging,</p>	<p><u>London and the River Thames</u> Confluence, flood plain , meander, mouth, source, tributary, altitude, estuary, lower course, middle course, upper course, water cycle, environment, flooding, dam, erosion, flood management, irrigation, coastal</p> <p><u>Volcanoes and Earthquakes</u> Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma, Vulcan, volcano, erupt, mantle, outer core, crust, iron, nickel, Ring of Fire, magma leak, active, dormant, extinct, composite, friction Plate tectonics, crater, throat, conduit, magma reservoir, vent, ash cloud, cinder cones, shield volcanoes, epicentre, shock wave, magnitude (power/ strength), Richter, Mercalli.</p> <p><u>Trade Links and Fairtrade</u> Trade, import, export, goods, services, key, El Salvador, fair trade, globalisation, trade, Tudor, Victorian, British Empire, farming, fishing, leisure sport, food retail, business, Commercialism, contract, commerce, exploitation, modern slavery, consumer legislation, Act of Parliament, community, national, national interest, autonomy, independence, Industrial Revolution.</p>



Geography Disciplinary Knowledge and Vocabulary Overview

			erosion, layers, emergent layer, canopy, understory, forest floor,	
Trips/Visitors Cycle A	EYFS Nursery Autumn Term: Spring Term: Summer Term: Reception: Autumn Term: My	Year 1 & 2 Autumn 2: Finding My Way Spring 2: The Inuit People Make contact with visitor centre? Summer 2: The British Isles & Coasts	Year 3 & 4 Autumn 2: Rivers (Gade, Chess & Colne focus) https://www.hertsgeolsoc.org.uk/ Spring 2: All Around the World https://www.findschoolworkshops.co.uk/Primary/History/Virtual-Reality-VR-Workshops-for-Schools-l731.html Summer 2: Comparing Regions	Year 5 & 6 Autumn 2: Mapping the Local Area Spring 2: South and Central America – Mexico https://www.findschoolworkshops.co.uk/Primary/History/Virtual-Reality-VR-Workshops-for-Schools-l731.html Summer 2: Mountains Speaker in to talk about climbing Mt Kilimanjaro (Mrs Roberts' sister)
Trips/Visitors Cycle B	classroom and my school Spring Term: The Wilder World Summer Term: Animals from around the world and habitats	Autumn 2: tbc: 'In and Around My School' Spring 2: Weather https://www.metoffice.gov.uk/about-us/who/sustainability/community/schools-and-colleges Summer 2: China https://www.planmyschooltrip.co.uk/1057/China-VR-Workshop.php	Autumn 2: Northwood Spring 2: Climate Zones and Biomes Summer 2: Rainforests https://www.findschoolworkshops.co.uk/Primary/History/Virtual-Reality-VR-Workshops-for-Schools-l731.html	Autumn 2: London and the River Thames https://thames-explorer.org.uk/schools-programme/ Spring 2: Volcanoes and Earthquakes https://www.findschoolworkshops.co.uk/Primary/History/Virtual-Reality-VR-Workshops-for-Schools-l731.html https://www.planmyschooltrip.co.uk/1324/Earthquakes-&-Volcanoes.php https://www.planmyschooltrip.co.uk/1682/Physical-Geography-Workshop.php Summer 2: Let's Go Global



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