**Knowledge and Skills Progression 2023-2024 : Geography**

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| **Year** | **Term** | **Vocab** | **St Laurence’s Catholoc Primary School** |
| **EYFS** | **Aut****1&2** | Winter, autumn, season, house, map, positional language | SeasonsCelebrationsFamilyLocal AreaLives of People |
| **EYFS** | **Spr****1&2** | Season, spring, farm, soil, environment, positional language | SeasonsCelebrationsEnvironmentGrowingTravel |
| **EYFS** | **Sum****1&2** | Season, summer, beach, positional language | SeasonsCelebrationsExplorersEndangeredRecycle |
| **Year** | **Term** | **Scheme of****work** | **Locational knowledge** | **Place knowledge** | **Human and physical** | **Geographical skills and****fieldwork** |
| **1** | **Aut** | **At the Farm** |  |  | • I know the difference between arable, dairyand livestock farming.• I know how the different seasons affect lifeon a farm and can explain what happens on a farm in the different seasons.• I can describe how living on a farm isdifferent from living in a town using vocabulary such as buildings, fields, shopsand roads. | • I can use an aerial photo to identify features, such as buildings, fields and roads.• I can use a map with a simple key to identify features of a farm, such as differentbuildings and fields.• I know what the four points of a compass are.• I can use the four compass points tonavigate around a map, for example byidentifying what is north of the hay barn oreast of the chicken shed. |
|  **1** | **Spr** | **Where do I****live?** | • I know that the world is split into sevenland masses called continents.• I know that there are oceans between thecontinents.• I know the difference between a continentand a country.• I can name the four countries of the UK.• I can name the four capital cities of the UKand match them to their country. |  | • I can identify and describe some of thephysical features of the UK, such asmountains, hills and lakes.• I know what a settlements is.• I can describe the basic differences betweena village, town and city. | • I can locate the United Kingdom on a world map.• I can locate the four countries of the UK on a map.• I know where the capital cities of the UK are on a map.• I can explore my local area, identifying basichuman and physical features.• I can explore a map of my local area andidentify basic features, such as roads andrivers. |
| **1** | **Sum** | **The four seasons** |  |  | • I know what seasons are and how they relate to the months of the year.• I can describe the features of each of the seasons using appropriate vocabulary to describe weather patterns.• I can compare the four seasons. |  |
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| **2** | **Aut** | **Around the World** | • I know that France is a country in Europe.• I know that China is a country in Asia.• I know that Australia is the name of both acountry and a continent.• I know that Kenya is a country in Africa.• I know that the USA is a country in NorthAmerica.• I know that Brazil is a country in SouthAmerica.• I know that there are no countries inAntarctica. |  | • I can identify and describe some key human and physical features of countries in each of the continents.• I can use words such as city, beach,mountain and lake to describe features of aplace.• I know that some countries are hot countries and some countries are cold countries. | • I can identify the UK and France on a map ofEurope.• I know that the lines within a map denote country borders.• I can locate the seven continents on a world map. |
|  **2** | **Spr** | **Let’s go on a safari** | • I know that Nairobi is the capital city ofKenya. | • I can describe how the climate is different inKenya to the UK.• I can compare and contrast the landscapesand settlements of Kenya and the UK. | • I know that countries near the equator are hot countries and countries near the poles are cold countries.• I know that Kenya is near the equator so it is a hot country.• I can describe the physical features ofKenya, using vocabulary such as beach, volcano, mountains, savannah and valley.• I know that there are lots of different groups of people in Kenya and that some live in traditional tribes and some live in modern cities.• I can describe some of the cultural features of Kenya. | • I can describe which oceans surround thecontinent of Africa.• I can navigate around a map using a grid and compass directions. |
| **2** | **Sum** | **My world and Me** |  | • I can compare the climate of the UK andEcuador.• I can compare and contrast the physicalfeatures of the UK and Ecuador.• I can compare and contrast the capital cities of Ecuador and the UK, considering physical and human features. | • I can describe the physical and humanfeatures of Ecuador.• I can identify animals that live in hot and cold countries. | • I can locate the five oceans on a map.• I can identify the equator and the poles on a world map.• I can use aerial photos to describe a variety of landscapes and locations around the world.• I can create a map of my route to school using a key. |
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| **3** | **Aut** | **Countries of the world** | • I can name the seven continents of theworld independently.• I can compare the seven continents bysize, number of countries and population.• I can name several different countries ineach continent.• I can name some major capital cities of the world.• I know where the North and South Polesare. | **• I can compare two different countries and****state their similarities and differences.** | • I know that places have different climate zones depending on where they are located,such as desert, arctic and tropical.• I can describe what some of the climate zones of the world are like.• I can identify key physical features of the seven continents, including the tallestmountain and longest river in each.• I can describe the difference betweenhuman and physical geography.• I can use a variety of sources to find out about the physical and human geography of a particular country. | • I can label each of the seven continents on a world map.• I can locate countries in a particular continent on a world map.• I can use given clues to help me locate a country on a world map.• I know that I can use an atlas and the internet to find where countries are located in the world.• I can use a climate zone map to identify what a country’s climate is like.• I can locate major capital cities of the worldon a map. |
| **3** | **Spr** | **Where does our food come from?** | • I know what the Northern and SouthernHemispheres are.• I know which hemisphere each continent is in.• I know what the Eastern and WesternHemispheres are.• I can name some countries that are in the Northern and Southern Hemispheres.• I know that the terms ‘longitude’ and‘latitude’ are used to describe position onworld maps and globes.• I know that the tropic of Cancer and tropicof Capricorn are lines of latitude.• I know that the tropics describes the area between the tropics of Cancer andCapricorn.• I know what the prime meridian is. |  | • I can describe the basic features of some climate zones.• I know what the terms ‘import’ and ‘export’ mean.• I know that a lot of foods are imported and exported around the world.• I can explain how land in tropical biomes is being changed to enable more food to be produced.• I can describe what the term ‘deforestation’ means.• I can describe ways farm land is used inMediterranean climate zones.• I can describe the difference between arable and pastoral farming.• I can explain how land is used to produce food in the UK.• I can gather and explain information about UK food trade links. | • I can use a climate zone map to identifywhere ice cap, tundra, boreal, temperate,subtropical and tropical climate zones are located.• I can read a timezone map and use it toanswer questions about two differentlocations. |
| **3** | **Sum** | **In the desert** | • I can locate the country and continent of deserts and desert cities. |  | • I can name and locate the major deserts of the world.• I can use line graphs and charts to exploreand compare climate data for desertsaround the world.• I can explain how erosion and otherprocesses create different desert formations.• I can describe some of the ways in whichhumans use deserts, such as mining, solarfarms, military testing and recreation.• I can describe some of the ways in whichpeople use desert land to live.• I can use independent research to find out about the human geography of a desert city.• I can describe and discuss the causes andconsequences of desertification. | • I can use a map with a key to identify desertson a world map. |
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| **4** | **Aut** | **Our European Neighbours** | • I can name different countries in Europe.• I can name the seas and oceanssurrounding Europe. | • I can name the seas and oceanssurrounding Europe.• I can compare the human and physicalgeography of London and Paris.• I can ask and answer questions to help mecompare and contrast London and Paris. | • I can identify European countries based on human features, such as language, flag andcurrency.• I can identify the capital cities of Europe.• I can compare two European capital citiesaccording to their human and physicalfeatures.• I can use independent research to explore the human and physical features of a particular European country. | • I can locate the countries of Europe,including Russia, on a map of Europe.• I can locate the capital cities of Europe on a map. |
| **4** | **Spr** | **Settlements** | • I can identify modern settlements that have developed from an early settlement.• I can explain how settlements havedeveloped over time. | • I can identify and discuss the features ofdifferent settlements.• I can use my local knowledge whenexploring maps. | • I can suggest land features early settlers would need to consider when choosing asettlement location.• I can design a settlement incorporatingnecessary human and physical features. | • I can identify map symbols andabbreviations on an Ordnance Survey map.• I can use online mapping software and Ordnance Survey maps to identify differentfeatures.• I can use online mapping software and Ordnance Survey maps to describe the areas between settlements.• I can create a plan of a fictional settlement. |
| **4** | **Sum** | **Earning a living** | **• I know that the UK’s industries are****dependent on geographical areas.** |  | • I understand the concept of trade links.• I understand the concept of an economy.• I can identify a variety of jobs that belong to different sectors.• I know what some of the UK's top industries are.• I can describe how climate and landscapehelp determine a country’s industries.• I can explain how unemployment affectspeople in the UK and around the world.• I can explain how child labour around the world affects the economy. | • I can use a map of the UK to identify where different industries are more prevalent.• I can annotate a world map to showdifferent industries in different countries. |
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| **5** | **Aut** | **The UK** | • I can describe key geographical featuresof the UK and its countries.• I know that the UK can be split intoregions and that each region containsseveral counties.• I can identify and name the counties of the UK. |  | • I can explore the human and physicalfeatures of a particular town or city in the UK.• I know the difference between a hill and a mountain.• I can describe how different mountains are formed.• I can name and locate mountain ranges of the UK.• I know the difference between a sea and an ocean.• I can identify, locate and describe different coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs.• I can name and locate the major rivers of the UK.• I know that rivers start their journey at the source and end their journey at the mouth. | • I can place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight andShetland Islands.• I can use given clues to locate the counties of England on a map.• I can use a map to answer true or falsequestions about the location of a county.• I can locate the major towns and cities of the UK on a map. |
| **5** | **Spr** | **Investigating Rivers** |  |  | • I can explain the process of the water cycle using appropriate vocabulary, such asprecipitation, condensation, evaporationand transpiration.• I can describe the role rivers play in thewater cycle.• I can explain the journey of a river from source to mouth in detail, includingvocabulary such as delta, tributary andmeander.• I can explain the processes of erosion,transportation and deposition in relation to rivers.• I can describe why rivers are useful, such as for transportation, wildlife habitats, energy,farming and leisure.• I can describe the causes of river pollution and its effect on the environment.• I can generate geographical questionsabout a particular river and use a variety | • I can use a world map to identify majorrivers around the world. |
| **5** | **Sum** | **South America** | • I can name the countries of SouthAmerica.• I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in SouthAmerica might be like.• I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America.• I can compare and contrast the human and physical features of Brazil and the UK. | • I can use a variety of geographical sources,including maps, to compare an area of theUK with an area of South America.• I can compare and contrast the human andphysical features of Brazil and the UK. | • I can identify and describe the differentclimate zones of South America.• I know that the Andes are the major mountain range of South America.• I can use plate tectonics to describe howmountains are formed.• I know what a volcano is and how they areformed.• I know the differences between the threetypes of volcanos.• I know how humans use the Andes for thingslike natural resources, hydroelectric damsand tourism.• I can compare and contrast aspects of thehuman geography of South America, suchas population, life expectancy, language,religions and currency.• I know that the main industries of SouthAmerica are agriculture and timber.• I can name some key industries in differentSouth American countries.• I can use independent research to find outkey details of the human and physical geography of a particular South Americancountry. | • I can locate the countries of South Americaon a map.• I can use political maps and climate maps toidentify the climate zones of South America.• I can use a topographical map to locate the mountain ranges of South America.• I can use a map of plate tectonics to identifythe location of the Andes.• I can create a colour key on a map of SouthAmerica to denote key industries. |
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|  **6** | **Aut** | **Extreme Earth** | **• I know where some places of extreme****temperature are located.** |  | • I know that the first layer of the Earth’satmosphere is called the troposphere andthat it is here that weather occurs.• I can use data to create a graph showing thehottest and coldest inhabited places onEarth, before comparing them.• I can explain what a drought is and some ofthe causes and effects.• I can explain why some areas get more rainthan others in relation to the water cycle.• I can describe some extreme weatherphenomena around the world, includingtornados, tropical storms, hail storms andblizzards.• I can describe the effects of extremeweather phenomena on the environment and people affected.• I can use plate tectonics to describe whatearthquakes are and why they happen.• I know what the Richter scale is.• I can describe the effects of earthquakes onthe environment and people affected.• I know that tsunamis occur when there areearthquakes on the ocean floor.• I can describe what happens when a volcanoerupts. |  |
|  **6** | **Spr** | **North America** | **• I can identify the countries of North****America.****• I can match North American capital cities****with their correct country.** | • I can compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places. | • I can compare the climates of different partsof North America using graphs.• I can match a description of a climate to acorresponding bar graph.• I can describe some of the maingeographical features of North America,such as the Grand Canyon, Niagara Fallsand the Hubbard Glacier, and how theywere formed.• I can compare the features of NorthAmerican capital cities, and order cities bypopulation and area.• I can use independent research to find outabout the human and physical geography ofa particular North American country. | • I can use given information about thelocation of North American countries tolabel a map of North America.• I can use a time zone map to state what the time would be in different places in NorthAmerica compared to the UK, and viceversa. |
|  **6** | **Sum** | **Local Study** | **• I know that there are lots of different types of settlements, that they all have different****purposes and that these purposes can****change over time.****• I know that settlements can be split into different zones, including commercial,****residential, industrial, educational, forests,****parks and commons.** |  | • I know the difference between high-orderand low-order services in a settlement.• I know which products are exported fromthe UK, their value, their share of UK exportsand the main importer countries.• I can name many of the natural resourcesthat are found in the UK.• I can identify UK commodities that are madeor produced in my local area.• I can describe land use around my school,explaining how I feel about different areasand what I would change.• I can compare local climate data withclimate data for other parts of the UK.• I know how different winds can affect theclimate of different parts of the UK. | • I can use fieldwork to observe where someof the UK’s natural resources can be found.• I can use fieldwork to identify differentexamples of land use in my local area.• I can use fieldwork to take photos and makenotes about my local area, then use thisinformation to make a corresponding mapor model.• I can use four-figure and six-figure gridreferences to locate major rivers in the UKand find the river most local to me.• I can use fieldwork to gather informationabout the vegetation and wildlife of a localriver.• I can use fieldwork to gather weather dataabout my local area.• I can use fieldwork to gather informationabout rock type, vegetation and wildlife on alocal hill or mountain.• I can use a topographical map to identifythe major mountain ranges of the UK. |