**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 | Seasons  Celebrations  Family  Local Area  Lives of People | | | |
| **EYFS** | **Spr**  **1&2** | Season, spring, farm, soil, environment, positional language | Seasons  Celebrations  Environment  Growing  Travel | | | |
| **EYFS** | **Sum**  **1&2** | Season, summer, beach, positional language | Seasons  Celebrations  Explorers  Endangered  Recycle | | | |
| **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, dairy  and livestock farming.  • I know how the different seasons affect life  on a farm and can explain what happens on a farm in the different seasons.  • I can describe how living on a farm is  different from living in a town using vocabulary such as buildings, fields, shops  and 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 different  buildings and fields.  • I know what the four points of a compass are.  • I can use the four compass points to  navigate around a map, for example by  identifying what is north of the hay barn or  east of the chicken shed. |
| **1** | **Spr** | **Where do I**  **live?** | • I know that the world is split into seven  land masses called continents.  • I know that there are oceans between the  continents.  • I know the difference between a continent  and a country.  • I can name the four countries of the UK.  • I can name the four capital cities of the UK  and match them to their country. |  | • I can identify and describe some of the  physical features of the UK, such as  mountains, hills and lakes.  • I know what a settlements is.  • I can describe the basic differences between  a 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 basic  human and physical features.  • I can explore a map of my local area and  identify basic features, such as roads and  rivers. |
| **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 a  country and a continent.  • I know that Kenya is a country in Africa.  • I know that the USA is a country in North  America.  • I know that Brazil is a country in South  America.  • I know that there are no countries in  Antarctica. |  | • 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 a  place.  • I know that some countries are hot countries and some countries are cold countries. | • I can identify the UK and France on a map of  Europe.  • 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 of  Kenya. | • I can describe how the climate is different in  Kenya to the UK.  • I can compare and contrast the landscapes  and 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 of  Kenya, 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 the  continent 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 and  Ecuador.  • I can compare and contrast the physical  features 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 human  features 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 the  world independently.  • I can compare the seven continents by  size, number of countries and population.  • I can name several different countries in  each continent.  • I can name some major capital cities of the world.  • I know where the North and South Poles  are. | **• 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 tallest  mountain and longest river in each.  • I can describe the difference between  human 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 world  on a map. |
| **3** | **Spr** | **Where does our food come from?** | • I know what the Northern and Southern  Hemispheres are.  • I know which hemisphere each continent is in.  • I know what the Eastern and Western  Hemispheres 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 on  world maps and globes.  • I know that the tropic of Cancer and tropic  of Capricorn are lines of latitude.  • I know that the tropics describes the area between the tropics of Cancer and  Capricorn.  • 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 in  Mediterranean 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 identify  where ice cap, tundra, boreal, temperate,  subtropical and tropical climate zones are located.  • I can read a timezone map and use it to  answer questions about two different  locations. |
| **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 explore  and compare climate data for deserts  around the world.  • I can explain how erosion and other  processes create different desert formations.  • I can describe some of the ways in which  humans use deserts, such as mining, solar  farms, military testing and recreation.  • I can describe some of the ways in which  people 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 and  consequences of desertification. | • I can use a map with a key to identify deserts  on 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 oceans  surrounding Europe. | • I can name the seas and oceans  surrounding Europe.  • I can compare the human and physical  geography of London and Paris.  • I can ask and answer questions to help me  compare and contrast London and Paris. | • I can identify European countries based on human features, such as language, flag and  currency.  • I can identify the capital cities of Europe.  • I can compare two European capital cities  according to their human and physical  features.  • 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 have  developed over time. | • I can identify and discuss the features of  different settlements.  • I can use my local knowledge when  exploring maps. | • I can suggest land features early settlers would need to consider when choosing a  settlement location.  • I can design a settlement incorporating  necessary human and physical features. | • I can identify map symbols and  abbreviations on an Ordnance Survey map.  • I can use online mapping software and Ordnance Survey maps to identify different  features.  • 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 landscape  help determine a country’s industries.  • I can explain how unemployment affects  people 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 show  different industries in different countries. |
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| **5** | **Aut** | **The UK** | • I can describe key geographical features  of the UK and its countries.  • I know that the UK can be split into  regions and that each region contains  several counties.  • I can identify and name the counties of the UK. |  | • I can explore the human and physical  features 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 and  Shetland Islands.  • I can use given clues to locate the counties of England on a map.  • I can use a map to answer true or false  questions 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 as  precipitation, condensation, evaporation  and transpiration.  • I can describe the role rivers play in the  water cycle.  • I can explain the journey of a river from source to mouth in detail, including  vocabulary such as delta, tributary and  meander.  • 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 questions  about a particular river and use a variety | • I can use a world map to identify major  rivers around the world. |
| **5** | **Sum** | **South America** | • I can name the countries of South  America.  • I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South  America 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 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 identify and describe the different  climate zones of South America.  • I know that the Andes are the major mountain range of South America.  • I can use plate tectonics to describe how  mountains are formed.  • I know what a volcano is and how they are  formed.  • I know the differences between the three  types of volcanos.  • I know how humans use the Andes for things  like natural resources, hydroelectric dams  and tourism.  • I can compare and contrast aspects of the  human geography of South America, such  as population, life expectancy, language,  religions and currency.  • I know that the main industries of South  America are agriculture and timber.  • I can name some key industries in different  South American countries.  • I can use independent research to find out  key details of the human and physical geography of a particular South American  country. | • I can locate the countries of South America  on a map.  • I can use political maps and climate maps to  identify 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 identify  the location of the Andes.  • I can create a colour key on a map of South  America 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’s  atmosphere is called the troposphere and  that it is here that weather occurs.  • I can use data to create a graph showing the  hottest and coldest inhabited places on  Earth, before comparing them.  • I can explain what a drought is and some of  the causes and effects.  • I can explain why some areas get more rain  than others in relation to the water cycle.  • I can describe some extreme weather  phenomena around the world, including  tornados, tropical storms, hail storms and  blizzards.  • I can describe the effects of extreme  weather phenomena on the environment and people affected.  • I can use plate tectonics to describe what  earthquakes are and why they happen.  • I know what the Richter scale is.  • I can describe the effects of earthquakes on  the environment and people affected.  • I know that tsunamis occur when there are  earthquakes on the ocean floor.  • I can describe what happens when a volcano  erupts. |  |
| **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 parts  of North America using graphs.  • I can match a description of a climate to a  corresponding bar graph.  • I can describe some of the main  geographical features of North America,  such as the Grand Canyon, Niagara Falls  and the Hubbard Glacier, and how they  were formed.  • I can compare the features of North  American capital cities, and order cities by  population and area.  • I can use independent research to find out  about the human and physical geography of  a particular North American country. | • I can use given information about the  location of North American countries to  label a map of North America.  • I can use a time zone map to state what the time would be in different places in North  America compared to the UK, and vice  versa. |
| **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-order  and low-order services in a settlement.  • I know which products are exported from  the UK, their value, their share of UK exports  and the main importer countries.  • I can name many of the natural resources  that are found in the UK.  • I can identify UK commodities that are made  or produced in my local area.  • I can describe land use around my school,  explaining how I feel about different areas  and what I would change.  • I can compare local climate data with  climate data for other parts of the UK.  • I know how different winds can affect the  climate of different parts of the UK. | • I can use fieldwork to observe where some  of the UK’s natural resources can be found.  • I can use fieldwork to identify different  examples of land use in my local area.  • I can use fieldwork to take photos and make  notes about my local area, then use this  information to make a corresponding map  or model.  • I can use four-figure and six-figure grid  references to locate major rivers in the UK  and find the river most local to me.  • I can use fieldwork to gather information  about the vegetation and wildlife of a local  river.  • I can use fieldwork to gather weather data  about my local area.  • I can use fieldwork to gather information  about rock type, vegetation and wildlife on a  local hill or mountain.  • I can use a topographical map to identify  the major mountain ranges of the UK. |