

* knowledge is only covered once in the phase.

Geography Knowledge Progression



The [National Curriculum](#) Aims and opening paragraph for each key stage state the skills that children need to learn throughout Key Stage 1 and 2. These skills are broken down into year group objectives in this skills progression document.

Using the document:

The National Curriculum content is broken into 5 areas: Location Knowledge, Place Knowledge, Human, Physical & Environmental and Skills & Fieldwork.

Each of these areas then has 'To know' or '**To know how to**' statements for the children to meet within their given year group, including vocabulary to be taught in each unit. These statements can be used as learning objectives and to aid assessment. 'To know' is content knowledge. '**To know how to**' is **procedural** knowledge.

These statements are not progressive within one year group, but they are progressive throughout the year groups and the colours help map the progression. The lightest colour in Location Knowledge in Year 1, links to the same Location Knowledge colour in Year 2 and then Year 3, and so on, providing a progression throughout school. If the colour is no longer included, then it is expected that the children have acquired that skill.



Location Knowledge

To know that you live on land and there is sea.

To begin to know that the Earth is round.



Place Knowledge

To begin to know how to compare simple features in a small part of the UK - school grounds.



Human, Physical & Environmental

To know that there are 4 seasons and to comment on the daily weather.

Today whether I think a country is hot or cold by looking at evidence

To begin to know some of the words for natural features.

To begin to know some of the words for manmade features.



Skills & Fieldwork

To begin to know how to recognise the world when shown on globes and maps

To begin know how to use simple directional and locational language e.g. on top, under, next to

To begin to know how to follow a simple map (eg a car map)



Location Knowledge

To know that I live in a country called England and that there is sea around the country.

To know that the Earth is round and begin to know that there is a top and bottom of the Earth.



Place Knowledge

To know how to compare simple features in a small part of the UK - school grounds.

To begin to know that there are different countries



Human, Physical & Environmental

To know the 4 seasons and how to begin to predict the weather daily for the United Kingdom.

To begin to know the name of some hot and cold places around the world.

To begin to know some of the words for natural features

To begin to know some of the words for manmade features.



Skills & Fieldwork

To begin to know how to locate land and sea on globes and maps

To know how to use simple directional and locational language e.g. on top, under, next to

To begin to know how to start recording a simple map.

To begin to know how to use simple fieldwork and observational skills to study the natural and manmade features of my outdoor area

Rec



Location Knowledge

To know that I live in England and that London is the capital city and to start to recognise the names of Scotland, Wales and Ireland.

To know that England is part of the continent of Europe.

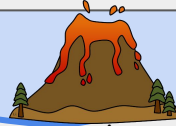
To know that the Earth is round and the location of the North Pole



Place Knowledge

To know how to compare simple features in a small part of the UK - Staynor Hall estate.

To know that there are different countries



Human, Physical & Environmental

To know the patterns of the seasons and how to predict daily weather patterns for the United Kingdom.

To know the name of some hot and cold places around the world.

To begin to know some of the words for natural features.

To begin to know some of the words for manmade features.



Skills & Fieldwork

To know how to locate land and sea on globes and maps

To begin know how to use simple locational and directional language e.g. near, far, left and right, to describe the location of features and routes on a simple map.

To begin to know how to make a simple map and use a simple key.

To begin to know how to recognise simple features on an aerial map. Eg of school.

To begin to know how to use simple fieldwork and observational skills to study the natural and manmade features of my school

In KS1, children will study geographical units on their local area; where their food comes from; how to look after their environment; and a comparison of a small part of the UK with a small part of a non-European country - Kenya. Children will also be taught geographical skills and knowledge within other units of work.

Y1



Location Knowledge

To know the name of the 4 countries that make up the United Kingdom and some of the capital cities and surrounding seas.

To know some of the characteristics of the 4 countries of the United Kingdom.

To know the name of the seven continents and some of the 5 oceans.

To know the location of the North Pole and South Pole on a globe and atlas.



Place Knowledge

To know how to compare simple features in a small part of the UK - Selby.

To know how to compare simple features in a non-European country (China).



Human, Physical & Environmental

To know how to identify the seasonal and daily weather patterns for the United Kingdom.

To know the name of hot and cold places around the world which are near the Equator and the North and South Poles.

To begin to know some of the words for natural features.

To begin to know some of the words for manmade features.



Skills & Fieldwork

To know how to use a simple world map and a globe to locate the United Kingdom and its countries; the countries studied in Year 1; the seven continents and some of the 5 oceans.

To know how to use simple locational and directional language e.g. near, far, left and right, to describe the location of features and routes on a map.

To know how to make a simple map and use a simple key.

To know how to use aerial photographs to identify simple natural and manmade features.

To begin to know how to use simple fieldwork and observational skills to study the natural and manmade features of my school and local area.

In KS1, children will study geographical units on their local area; where their food comes from; how to look after their environment; and a comparison of a small part of the UK with a small part of a non-European country - Kenya. Children will also be taught geographical skills and knowledge within other units of work.

Y2



Location Knowledge

To know how to locate the 4 countries of the United Kingdom, their capital cities and the surrounding seas.

To know the name of and to know how to identify many of the characteristics of the 4 countries of the United Kingdom.

To know the name of and to know how to locate the 7 continents and the 5 oceans of the world.

To know how to identify the Equator and to know the location of the North Pole and South Pole on a globe and atlas.



Place Knowledge

To know how to compare the similarities and differences of features in a small part of the UK (Selby), which are listed in the key vocabulary.

To know how to compare the features that are similar and different in a non-European country, which are listed in the key vocabulary. (China)



Human, Physical & Environmental

To know the seasonal and daily weather patterns for hot and cold areas of the world in relation to the Equator and the North and South Pole.

To know the name of and to know to locate hot and cold places around the world which are near the Equator and the North and South Poles.

To know the words for natural features.

To know the words for manmade features.



Skills & Fieldwork

To know how to use a world map, atlas and globe to locate the United Kingdom and its countries; the countries studied in Key Stage 1; the seven continents and 5 oceans.

To know how to use simple compass directions and locational and directional language e.g. near, far, left and right, to describe the location of features and routes on a map.

To know how to make a simple map and make a simple key.

To know how to use aerial photographs and create plan perspectives to identify simple natural and manmade features.

To know how to use simple fieldwork and observational skills to study the natural and manmade features of my school and local area.

In LKS2, children will study geographical units on comparing Selby to a contrasting part of the UK; exploring how natural disasters occur; a study of improving the local community; and a comparison of the UK with a region of Europe - Poland. Children will also be taught geographical skills and knowledge within other units of work.

Y3



Location Knowledge

To begin to know the name of and to begin to know how to locate some of the counties of the United Kingdom (bordering Yorkshire) and some cities in Yorkshire.

To begin to know the name of and to begin to know how to locate geographical regions in the United Kingdom, including human and physical features and topographical features. (Yorkshire and bordering counties)

To begin to know how to use a map to identify the world's countries, including some of the main countries in Europe, not excluding Russia, and to begin to know the name of some of their major cities.

To know how to identify the position of the Northern and Southern Hemispheres and some of the lines of latitude and begin to know why they are important.

To begin to know some environmental regions and key human and physical features of European countries, including Russia e.g. longest river, desert land, mountains.



Place Knowledge

To begin to know how to compare some geographical similarities and differences by looking at a region within the United Kingdom e.g. hilly, flat, coastal areas. (bordering Yorkshire)

To know how to compare some similarities and differences of human and physical features when studying a region of the UK and a region of Europe. (Poland)



Human, Physical & Environmental

To begin to know how to use the correct geographical vocabulary for the topic.

To begin to know some key aspects of physical geography, including: climate zones, mountains, rivers and the water cycle.

To know and explain some natural disasters: volcanoes, blizzards, avalanches, flooding and landslides.

To begin to know and explain some key aspects of human geography, including: the distribution of water and some minerals, settlements and land-uses.



Skills & Fieldwork

To know how to use maps (including introducing topographical), atlases and globes to locate countries and describe features, and begin to use digital mapping.

To know how to use the 4 compass points and to know the names of the 8 compass points.

To begin to know how to recognise and use simple symbols and keys, including on an Ordnance Survey map.

To begin to know how to use 4 figure grid references.

To begin to know how to use fieldwork to observe, measure, record and present human and physical features in the local area using the methods stated here.

In LKS2, children will study geographical units on comparing Selby to a contrasting part of the UK; exploring how natural disasters occur; a study of improving the local community; and a comparison of the UK with a region of Europe - Poland. Children will also be taught geographical skills and knowledge within other units of work.

Y4



Location Knowledge

To know the name of and to know how to locate some of the counties of the United Kingdom (bordering Yorkshire)) and the main cities in Yorkshire.

To know the name of and to know how to locate geographical regions in the United Kingdom, including human and physical features and topographical features. (Yorkshire and bordering counties)

To know how to use a map to identify the world's countries, including the main countries in Europe, not excluding Russia, and to know the names of some major cities.

To know how to identify the position of the Northern and Southern Hemispheres and the lines of latitude and to know why they are important.

To know some environmental regions and key human and physical features of European countries, including Russia e.g. longest river, desert land, mountains.



Place Knowledge

To know how to compare geographical similarities and differences by looking at a region within the United Kingdom e.g. hilly, flat, coastal areas. (bordering Yorkshire)

To know how to compare similarities and differences of human and physical features when studying a region of the UK and a region of Europe. (Poland)



Human, Physical & Environmental

To know how to use the correct geographical vocabulary for the topic.

To know some key aspects of physical geography, including: climate zones, mountains, rivers and the water cycle.

To know and explain some natural disasters: volcanoes, blizzards, avalanches, flooding and landslides.

To know and explain some key aspects of human geography, including: the distribution of water and some minerals, settlements and land-uses.



Skills & Fieldwork

To know how to use maps (including topographical), atlases and globes to locate countries and describe features, and begin to use digital mapping.

To begin to know how to use the 8 points of a compass.

To know how to recognise and use simple symbols and keys, including on an Ordnance Survey map.

To know how to use 4 figure grid references.

To know how to develop my use of fieldwork to observe, measure, record and present human and physical features in the local area using the methods stated here.

In UKS2, children will study geographical units on a human geography study of refugees; how the world is connected through power and trade links; an environmental study into the changes on our environment; and a comparison of the UK and a region within North or South America - Brazil. Children will also be taught geographical skills and knowledge within other units of work.

Y5



Location Knowledge

To begin to know the name of and to know how to locate some counties (nation wide) and major cities of the United Kingdom.

To know the name of and to know how to locate geographical regions in the United Kingdom, including human and physical features, and begin to know how to analyse land-use patterns and how some of these features have changed over time. (nation wide)

To know how to use a map to identify the world's countries, including some of the main countries in North & South America, and to begin to know the name of some major cities.

To know how to identify the position of the lines of longitude, including the Greenwich Meridian, and to begin to know why these are important to time zones and night and day.

To know some environmental regions and key human and physical features of N. and S. American countries e.g. longest river, desert land, mountains.



Place Knowledge

To know how to compare a region of the UK with a region of N. or S. America, looking at human and physical features and begin to explain some of the reasons for the similarities and differences e.g. Fair Trade. (Brazil)



Human, Physical & Environmental

To begin to know how to use the correct geographical vocabulary for the topic.

To know and explain key aspects of physical geography, including: biomes and vegetation belts.

To know and explain some natural disasters and to know how to comment on the impact they have: earthquakes, hurricanes, tsunamis and wildfires.

To know and explain key aspects of human geography, including: trade links and distribution of natural resources (food, energy and minerals).

To know how to explain how settlements and land-use changes over time.

To begin to know how to explain the some of the impact humans have had on the Earth. (human conflict and pollution)



Skills & Fieldwork

To know how to use maps (including introducing thematic and climate), atlases and globes to locate countries and describe features, and become more confident with using digital mapping.

To know how to use the 8 points of a compass.

To begin to know how to recognise and use more complex symbols and keys, including on an Ordnance Survey map.

To begin to know how to use 6 figure grid references.

To know how to use fieldwork to observe, measure, record and present human and physical features in the local area using the methods stated here.

In UKS2, children will study geographical units on a human geography study of refugees; how the world is connected through power and trade links; an environmental study into the changes on our environment; and a comparison of the UK and a region within North or South America - Brazil. Children will also be taught geographical skills and knowledge within other units of work.

Y6



Location Knowledge

To know the name of and to know how to locate some counties (nation wide) and major cities of the United Kingdom.

To know the name of and to know how to locate geographical regions in the United Kingdom, including human and physical features, and to know how to analyse land-use patterns and how some of these features have changed over time. (nation wide)

To know how to use a map to identify the world's countries, including the main countries in North & South America, and to know the name of some of their major cities.

To know how to identify the position of the lines of longitude, including the Greenwich Meridian, and to know why these are important to time zones and night and day.

To know some environmental regions and key human and physical features of N. and S. American countries e.g. longest river, desert land, mountains.



Place Knowledge

To know how to compare a region of the UK with a region of N. or S. America, looking at human and physical features and explain some of the reasons for the similarities and differences e.g. Fair Trade. (Brazil)



Human, Physical & Environmental

To know how to use the correct geographical vocabulary for the topic.

To know and explain key aspects of physical geography, including: biomes and vegetation belts.

To know and explain some natural disasters and to know how to comment on the impact they have: earthquakes, hurricanes, tsunamis and wildfires.

To know and explain key aspects of human geography, including: trade links and distribution of natural resources (food, energy and minerals).

To know how to explain how settlements and land-use changes over time..

To know how to explain the some of the impact humans have had on the Earth. (human conflict and pollution)



Skills & Fieldwork

To know how to use maps (including thematic and climate), atlases and globes to locate countries and describe features, and use digital mapping.

To know how to confidently use the 8 points of a compass.

To know how to recognise and use more complex symbols and keys, including on an Ordnance Survey map.

To know how to use 6 figure grid references.

To know how to confidently use fieldwork to observe, measure, record and present human and physical features in the local area using the methods stated here.

EYFS One Vocabulary

Where do we live?

local	capital city	flat	Terraced	apartment
city	town	river	semi-detached	main road
village	house	office	bungalow	wood
shop	hill	detached	high rise flats	railway
hospital	doctor	market		

Where does our food come from?

farm	factory	soil	ship	plane
shipping container	trade	combine harvester	wheat	barley
fair trade	unfair	farmer	produce	lorry
field	crop	harvest	supermarket	live stock
pesticides	pests	Equator		

How do we look after our world and how does the world look after us?

vegetation	factory	forest	environment	pollution
recycle	landfill	wildlife	habitat	rubbish
plastic	litter	respect	care	endangered
reuse	ecosystem	waste		

Is China similar to where I live?

continent	ocean	coast	forest	mountain
European	non-European	Asia	country	Equator
		desert	wetland	
			national park	
tourist	vegetation		grassland	marine

Year 1 Weather - ongoing

cloud	sunny	fog	showers	frosty
rain	heavy/light	wind	sleet	snow
hot	cold	warm	icy	storm
autumn	spring	summer	winter	change

Year 2 Weather - ongoing

freezing	monsoon	mild	humid	below zero
severe	rainfall	temperature	weather	compare
gale	tropical	dry season	degrees celsius	hotter
colder	North Pole	South Pole	Equator	forecast

Ongoing throughout the year, inc History:

features	natural	man-made	near	far
left	right	North	South	East
West	compass	Equator	North pole	South Pole
capital city	England	Northern Ireland	Scotland	Wales
season	weather	atlas	globe	map
landmark	fieldwork	observe	The continents	The oceans

Taught in History:

cliff	beach	coast	sea	ocean
office	valley	river	mountain	forest
port	harbour	fossil	compass	directions
aerial photograph	contrail	shingle	pebble	

Key Stage One Vocabulary

Where do we live?

local	capital city	flat	Terraced	apartment
city	town	river	semi-detached	main road
village	house	office	bungalow	wood
shop	hill	detached	high rise flats	railway
hospital	doctor	market		

Where does our food come from?

farm	factory	soil	ship	plane
shipping container	trade	combine harvester	wheat	barley
fair trade	unfair	farmer	produce	lorry
field	crop	harvest	supermarket	live stock
pesticides	pests	Equator		

How do we look after our world and how does the world look after us?

vegetation	factory	forest	environment	pollution
recycle	landfill	wildlife	habitat	rubbish
plastic	litter	respect	care	endangered
reuse	ecosystem	waste		

Is China similar to where I live?

continent	ocean	coast	forest	mountain
European	non-European	Asia	country	Equator
		desert	wetland	
			national park	
tourist	vegetation		grassland	marine

Year 1 Weather - ongoing

cloud	sunny	fog	showers	frosty
rain	heavy/light	wind	sleet	snow
hot	cold	warm	icy	storm
autumn	spring	summer	winter	change

Year 2 Weather - ongoing

freezing	monsoon	mild	humid	below zero
severe	rainfall	temperature	weather	compare
gale	tropical	dry season	degrees celsius	hotter
colder	North Pole	South Pole	Equator	forecast

Ongoing throughout the year, inc History:

features	natural	man-made	near	far
left	right	North	South	East
West	compass	Equator	North pole	South Pole
capital city	England	Northern Ireland	Scotland	Wales
season	weather	atlas	globe	map
landmark	fieldwork	observe	The continents	The oceans

Taught in History:

cliff	beach	coast	sea	ocean
office	valley	river	mountain	forest
port	harbour	fossil	compass	directions
aerial photograph	contrail	shingle	pebble	

Lower Key Stage Two Vocabulary

How did our homes end up where they are?

urban	rural	topology (topographical)	Ordnance Survey	mountains
river	major city	settlement	water cycle	meander
mouth	spring	tributaries	source	bridging point
confluence	flood plain	bank	flood bank	stream
peak	ridge	errosion	headland	dune
rockstack	development	valley	inland	coastal
contour	erosion	reservoir	water works	

What's life like in Poland?

climate	skyscraper	landlocked	Euro	currency
border	Baltic Sea	Krakow	Oder	Vistula
Tatra Mountains	Warsaw	region	Equator	European
Rysy	population	tourism	inland	coastal
vegetation	landscape	lowlands	sand dune	Tabletop mountain
summit	industry	minerals	temperate	architecture

Can the community be your team?

community	major city	local	rural	urban
residential	green space	commercial	recreational	amenities
leisure	homelessness	vulnerable	services	council
commuter	demographic	town	village	distribution
transport links	connected	outskirts	population	district
enhance				

When is Mother Earth not kind?

volcanoes	flooding	landslide	blizzard	tornado
eruption	crater	lava	avalanche	climate
ash	magma	vent	shield volcano	composite volcano
natural disaster	mantle	crust	active	dormant
mountain range	form	vent	tectonic plate	changeable

Ongoing throughout the year, inc History:

Human features	Physical features	Northern hemisphere	Southern hemisphere	Arctic circle
Antarctic circle	latitude	Tropics of Cancer & Capricorn	region	major city
average	grid reference	key	symbol	climate zone
fieldwork	Ordnance survey	8 compass points	continent	

Taught in History:

land-use	settlement	terraced house	site	isolated

Upper Key Stage Two Vocabulary

What makes a home?

refugee	immigrant	immigration	population	survey
questionnaire	conflict	asylum seeker	migration	war-torn
The Jungle	displaced	illegal immigration	poverty	welfare state
crisis	citizenship	human rights	humanitarian	politics
dictatorship	political	border control	persecution	liberty

How is the world connected?

trade	fuel	fossil fuel	mineral	natural resource
export	import	country of origin	producer	retailer
raw materials	economy	consumer	global	turbine
trade links	trade	supply	demand	trade route
surplus	Maritime Silk Road	freight	currency	exchange rate

Why is the view from our window changing?

green belt	sustainable	non-renewable	decompose	biodegradable
Fossil fuels	congestion	impact	renewable	turbine
biomass	recycle	urbanisation	urban	rural
hydro power	derelict	planning	greenhouse gases	conservation
global warming	carbon dioxide	emission	pollutant	

What is life like in Brazil?

biome	vegetation belt	fauna	flora	Prime/ Greenwich Meridian
time zone	longitude	canopy	emergent	biodiversity
deforestation	equatorial	extinct	monsoon	indigenous
liana	climate	landscape	terrain	population
economy	Amazon	biodiversity		

When is mother Earth not kind?

hurricane	tsunami	earthquake	wildfire	Prime/ Greenwich Meridian
time zone	longitude	Grid reference	tectonic plates	eye
epicentre	richter scale	Fault line	storm surge	plate boundary
crust	magma	mantle	aftershock	drill (safety)
tropical storm	debris	oceanic plates	tidal wave	magnitude
meteorologist	vegetation	aid agency		

Ongoing throughout the year, inc History:

longitude	fieldwork	time zone	Antarctic circle	latitude
Northern hemisphere	Southern hemisphere	Arctic circle	Tropics of Cancer & Capricorn	directions
continent	key	symbol		

Taught in History:

tidal	marsh	agriculture	arable	site
flood plain	settlement	land-use	densely populated	industrial

Red text shows vocabulary that a word is introduced in that phase. Black text has already been introduced but should be included in the teaching.

Key Stage One fieldwork and observation skill ideas:

Directional poetry

Use a compass to identify and travel NSEW

Make a plan perspective of the school grounds

Create a map journey string

Journey booklet

Journey sticks

Sound mapping

Score it

Another view

Messy maps

Play I spy to identify natural and manmade features.

Annotate onto laminated photos of areas

Kim's game/ Memory game

Hot seat children to talk about how they feel about an Issue

Complete tally charts

Weather fieldwork ideas:

Wind direction bubble chase

Microclimate - how long does it take for ice to melt in different places?

Cloud colour chart - does rain always come from dark clouds?

Cloud mirror - direction

Wind speed

Make your own rain gauge

Collect snowflakes and look at the with a magnifying lens. Trace frost patterns.

Find the warmest and coldest spots in the school grounds.

Raindrop size - put sand in a tray and measure the craters that have been created.

Record the daily temperature in the UK.

Record temperatures in the UK and different areas in the world.

Key Stage Two fieldwork and observation skill ideas:

Journey booklet

Cloud identification

Water cycle - how long does it take for a puddle to disappear?

Cloud mirror - direction

Create digital maps on slides

Annotated sketches - pencil / charcoal

Sound mapping

Messy maps

'Just a minute' - talk for one minute about a feature/ landform without hesitation, repetition or deviation

Use photos in the school field to compare the site today with how it looked in the past, or looks under different conditions

Kim's game/ Memory game

Create a 'land-use' map and add OS symbols

Create your own word cloud to show human & physical features

Create videos of an area identifying features.

Haiku poem

Score it

Another view

Ideal spot

Community quotes

Create a scale for an area

Hot seat children to talk about how they feel about an issue

Play pictictionary - show different geographical features and children compete to answer first

Make a model of a geographical feature e.g. volcano and label it appropriately

Create a tourist guide - which features would you include/omit?

Plan and publish a geographical walk as a guide to your local area