



St. John's Primary Geography Progression of Knowledge and Skills

	EYFS Me on the map Antarctica vs the UK Looking at maps	Year 1 What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?	Year 2 Hot or cold place? Why is our world wonderful? What is it like to live by the coast?	Year 3 Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?	Year 4 Where does our food come from? Why are rainforests important to us? What are rivers and why are they used?	Year 5 What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?	Year 6 Why does the population change? Where does energy come from? Independent fieldwork enquiry
LOCATIONAL KNOWLEDGE							
<i>World: continents, oceans and countries</i>	Skills - Identifying land and water on a map or globe. - Finding the UK and Antarctica on a globe. Knowledge - To know that water is usually shown in blue on a map or globe. - To know some words for bodies of water (sea, ocean, lake, river, pond). - To know that Antarctica is a very cold place far away from the UK.	Skills - Locating Europe and Asia on a world map. - Locating the Atlantic and Pacific Oceans on a world map. - Locating China and Shanghai on a map. - Showing on a map which continent they live in. Knowledge - To know that a continent is a group of countries. - To know that an ocean is a large body of water. - To know that they live in Europe and that China is in Asia. - To know that a country is a land with its own government.	Skills - Locating all seven continents on a world map. - Locating the five oceans on a world map. - Locating Kenya and the North and South Poles. - Showing the oceans nearest to the continent they live in. Knowledge - To name the seven continents and five oceans. - To know that a sea is a body of water smaller than an ocean. - To know that Kenya is a hot country in Africa.	Skills - Locating the world's major mountain ranges and identifying patterns. - Locating the world's volcanoes and identifying the Ring of Fire. - Locating Antarctica and the Southern Ocean. - Locating India and New Delhi on a map. Knowledge - To know the names of some significant mountain ranges. - To know that mountains, volcanoes and earthquakes mostly occur at plate boundaries. - To know that Antarctica is a continent	Skills - Locating the Amazon rainforest in South America. - Locating Côte d'Ivoire and other countries the UK imports food from. - Locating some of the world's most significant rivers and identifying patterns. Knowledge - To know the names of some countries in South America and Africa. - To know the names of some significant rivers (e.g. Amazon, Nile, Mississippi). - To know that many foods eaten in the UK come from other countries.	Skills - Locating the Alps and the countries they cross. - Locating Austria and Innsbruck. - Locating the world's major deserts. - Locating the Great Barrier Reef and the world's oceans and seas. Knowledge - To know the names of many countries and major cities in Europe. - To know that the Mojave Desert is in North America. - To know the location of key physical features in the regions studied.	Skills - Locating densely and sparsely populated countries on a world map. - Locating the USA and some of its states. - Using maps to identify global patterns of population. Knowledge - To know the names of many countries and major cities in North America. - To know which continents have the largest populations.

	EYFS Me on the map Antarctica vs the UK Looking at maps	Year 1 What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?	Year 2 Hot or cold place? Why is our world wonderful? What is it like to live by the coast?	Year 3 Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?	Year 4 Where does our food come from? Why are rainforests important to us? What are rivers and why are they used?	Year 5 What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?	Year 6 Why does the population change? Where does energy come from? Independent fieldwork enquiry
				surrounded by the Southern Ocean.			
<i>UK: countries, cities and regions</i>	Skills - Talking about where they live and where their school is. - Recognising their local area on a simple map. Knowledge - To know the name of their school and the place where they live.	Skills - Locating the four countries of the UK on a map. - Locating the capital cities of the UK. - Showing which country they live in and its capital city. Knowledge - To know that UK is short for United Kingdom. - To know that the UK is made up of four countries and their names. - To know the four capital cities of the UK.	Skills - Locating the seas and oceans surrounding the UK. - Locating the Jurassic Coast. - Showing where they live in relation to London. Knowledge - To name the four bodies of water surrounding the UK. - To know some key physical features of the UK.	Skills - Locating their county and nearby towns and cities. - Beginning to locate the twelve geographical regions of the UK. - Describing how their local area has changed over time. Knowledge - To know the name of their county and closest city. - To begin to name the twelve regions of the UK.	Skills - Locating major rivers in the UK. - Locating a local river and its features. - Locating where some UK food is grown. Knowledge - To know the names of some UK rivers (e.g. Thames, Severn). - To know that some food is grown in the UK.	Skills - Locating tourist destinations in the local area and UK. - Locating the twelve geographical regions of the UK. - Identifying the physical and human features of a UK region. Knowledge - To confidently name the twelve regions of the UK. - To know why tourists visit some UK places.	Skills - Locating where the UK's population is most dense. - Locating where the UK produces energy. - Explaining why their local area has changed over time. Knowledge - To know that London and the South East have the UK's largest population. - To know some ways the UK produces energy.
<i>Position on the Earth and time</i>	—	—	Skills - Locating the Equator and North and South Poles on a world map. - Locating hot and cold places in relation to the Equator and Poles. Knowledge	Skills - Finding lines of latitude and longitude on a globe. - Identifying the Northern and Southern Hemispheres.	Skills - Locating the Tropics of Cancer and Capricorn. - Explaining why rainforests are near the Equator. Knowledge - To know the Tropics mark the	Skills - Using latitude and longitude to reference locations in an atlas or globe. - Describing where the world's deserts are in relation to the Tropics. Knowledge	Skills - Locating the Prime (Greenwich) Meridian. - Using time zones to work out the time in different places (UK and USA). - Explaining day and night.

	EYFS Me on the map Antarctica vs the UK Looking at maps	Year 1 What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?	Year 2 Hot or cold place? Why is our world wonderful? What is it like to live by the coast?	Year 3 Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?	Year 4 Where does our food come from? Why are rainforests important to us? What are rivers and why are they used?	Year 5 What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?	Year 6 Why does the population change? Where does energy come from? Independent fieldwork enquiry
			- To know that the Equator is an imaginary line around the middle of the Earth. - To know that the North Pole is the northernmost point and the South Pole the southernmost point.	- Identifying the Arctic and Antarctic Circles. Knowledge - To know that the Equator splits the Earth into two hemispheres. - To know that the hemispheres have opposite seasons. - To know the Arctic and Antarctic Circles mark the polar regions. - To know the patterns of daylight in the polar and Equatorial regions.	- region with the hottest climates. - To know the hottest biomes are found between the Tropics.	- To know that lines of latitude show how far north or south a place is. - To know that lines of longitude show how far east or west a place is.	Knowledge - To know the Prime Meridian is 0° longitude and marks the start of the world's time zones. - To know different places have different times of day.
PLACE KNOWLEDGE							
<i>Comparing places</i>	Skills - Discussing how places in stories and images differ from where they live. - Comparing the UK with Antarctica. Knowledge - To know that there are differences between places in	Skills - Naming similarities between their local area and Shanghai. - Naming differences between their local area and Shanghai. - Comparing the physical and human features of both places. Knowledge	Skills - Comparing their local area with the North and South Poles and Kenya. - Describing what physical features may occur in a hot place compared with a cold place.	Skills - Describing similarities and differences between their local area and New Delhi. - Explaining how people adapt to survive in cold places such as Antarctica.	Skills - Comparing life in the Amazon rainforest with life in the UK. - Explaining how plants and people adapt to the rainforest. - Comparing cocoa farming in Côte	Skills - Comparing Innsbruck with their local area. - Explaining how people have adapted to life in the Mojave Desert. - Comparing two contrasting environmental regions.	Skills - Comparing how the UK and USA produce and use energy. - Comparing densely and sparsely populated places. - Explaining how the environment affects the lives of

	EYFS Me on the map Antarctica vs the UK Looking at maps	Year 1 What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?	Year 2 Hot or cold place? Why is our world wonderful? What is it like to live by the coast?	Year 3 Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?	Year 4 Where does our food come from? Why are rainforests important to us? What are rivers and why are they used?	Year 5 What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?	Year 6 Why does the population change? Where does energy come from? Independent fieldwork enquiry
	this country and places in other countries.	- To know that life elsewhere in the world is often different to ours. - To know that life elsewhere in the world often has similarities to ours.	- Comparing their local coast with the Jurassic Coast. Knowledge - To know some similarities and differences between their local area and Kenya. - To know that hot and cold places have different features.	- Describing how people live near volcanoes around the world. Knowledge - To know some similarities and differences between the UK and India. - To know how people who work in Antarctica adapt to the environment.	d'Ivoire with UK food production. Knowledge - To know how rainforest communities use their environment. - To know that people in different places earn a living in different ways.	Knowledge - To know some similarities and differences between the UK and a European mountain region. - To know why tourists visit mountain regions.	people in different places. Knowledge - To know that countries use different energy sources. - To know why some places attract more people than others.
HUMAN AND PHYSICAL GEOGRAPHY							
<i>Weather, climate and biomes</i>	Skills - Observing weather across the seasons. - Observing how the seasons change the world around them. - Exploring ice and how it melts. Knowledge - To know the names of the four seasons. - To know some key features of each season.	Skills - Describing the daily weather in their locality. - Describing how the weather changes with each season in the UK. - Measuring and recording the weather. - Using weather maps to identify hot and cold places in the UK. Knowledge	Skills - Locating hot and cold areas of the world. - Explaining why places near the Equator are hot and places near the Poles are cold. Knowledge - To know that different places have different weather, often because of their location.	Skills - Describing the climate of Antarctica. - Explaining how the Earth's tilt causes the seasons. Knowledge - To know that Antarctica is the coldest, windiest and driest continent. - To know that countries near the Equator have less seasonal change	Skills - Mapping and labelling the world's biomes. - Describing the climate and vegetation of the rainforest. - Explaining how climate affects where food grows. Knowledge - To know that a biome shares a similar climate, landscape,	Skills - Describing the climate of mountain regions. - Describing the key features of hot desert biomes. - Describing the distribution of vegetation belts. - Understanding some causes and impacts of climate change. Knowledge - To know vegetation belts are areas	Skills - Explaining how energy use links to climate change. - Giving viewpoints and solutions on an environmental issue. Knowledge - To know that burning fossil fuels contributes to climate change. - To know the world's climate zones and their key features.

	EYFS Me on the map Antarctica vs the UK Looking at maps	Year 1 What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?	Year 2 Hot or cold place? Why is our world wonderful? What is it like to live by the coast?	Year 3 Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?	Year 4 Where does our food come from? Why are rainforests important to us? What are rivers and why are they used?	Year 5 What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?	Year 6 Why does the population change? Where does energy come from? Independent fieldwork enquiry
		- To know that weather is the conditions outside at a particular time. - To know that different parts of the UK often have different weather. - To know that a weather forecast predicts the weather.	To know that climate zones are areas with similar climates.	than those near the Poles.	vegetation and wildlife. - To know the world's biomes. - To know that climate influences which foods can grow.	home to similar plant species. - To name and describe some of the world's vegetation belts. - To know why the ocean is important in regulating climate.	
<i>Physical features and processes</i>	Skills - Making observations about features of places in stories, photos and the school grounds. - Talking about the features of the seaside. Knowledge - To know some words to describe places (hill, field, river, sea, beach).	Skills - Recognising physical features in their locality. - Recognising physical features on aerial photographs. Knowledge - To know that physical features are found on the Earth naturally. - To know some physical features of their local area.	Skills - Describing the physical features of a coast using subject vocabulary. - Identifying natural habitats in their local area. - Describing physical features of the UK and the wider world. Knowledge - To know coastal features (cliff, bay, beach, cave, arch, stack). - To know that coasts change over time.	Skills - Describing the layers of the Earth. - Describing how mountains and volcanoes are formed. - Explaining why volcanoes and earthquakes occur. - Describing the physical features of Antarctica. Knowledge - To know the structure of the Earth and that tectonic plates move.	Skills - Describing the stages of the water cycle. - Describing the course and features of a river. - Describing the layers and physical features of the rainforest. Knowledge - To know that the water cycle moves water around the Earth and to name its processes. - To know the key features of a river	Skills - Describing the physical features of the Alps. - Describing the physical features of the Mojave Desert. - Describing ocean and coral reef environments. Knowledge - To know the features of mountains (peak, ridge, valley, glacier). - To know desert features (sand dunes, oasis, mesa, canyon).	Skills - Explaining how physical features affect where people live. - Describing where natural resources are found. Knowledge - To know that relief, climate and water supply affect population density.

	EYFS Me on the map Antarctica vs the UK Looking at maps	Year 1 What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?	Year 2 Hot or cold place? Why is our world wonderful? What is it like to live by the coast?	Year 3 Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?	Year 4 Where does our food come from? Why are rainforests important to us? What are rivers and why are they used?	Year 5 What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?	Year 6 Why does the population change? Where does energy come from? Independent fieldwork enquiry
			To know what a habitat is.	- To know the different types of mountains and volcanoes and how they form. - To know that an earthquake is the intense shaking of the ground.	(source, tributary, meander, mouth). To know the layers of the rainforest.	To know what a coral reef is.	
<i>Settlement, land use and population</i>	Skills - Talking about homes and buildings in their area. - Comparing homes in the past and present. Knowledge - To know that people live in different types of homes.	Skills - Recognising human features in their locality. - Recognising human features on aerial photographs. Knowledge - To know that human features are made or built by people. - To know some human features of their local area.	Skills - Describing the differences between a city, town and village. - Describing the human features of a coastal town. - Describing how people use the coast. Knowledge - To know that human features change over time. - To know some key human features of the UK.	Skills - Describing types of settlement and land use. - Explaining why a settlement has grown in a particular place. - Explaining why people might prefer urban or rural places. - Explaining why people live near volcanoes. Knowledge - To know the different types of settlement. - To know the main types of land use. - To know an urban place is in a town	Skills - Describing how humans use water and rivers. - Explaining why settlements grow beside rivers. Knowledge - To know that rivers are used for transport, energy, leisure and water supply.	Skills - Describing how tourism affects land use in the Alps. - Mapping tourism in their local area. - Explaining how people use desert environments. Knowledge - To know how tourism creates jobs. - To know that deserts are used for farming, mining and solar energy.	Skills - Suggesting why the global population has grown in the last 70 years. - Explaining why some places are more densely populated. - Describing push and pull factors for migration. Knowledge - To know the global population has grown significantly since the 1950s. - To know migration is the movement of people from one place to another. - To know which factors are

	EYFS Me on the map Antarctica vs the UK Looking at maps	Year 1 What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?	Year 2 Hot or cold place? Why is our world wonderful? What is it like to live by the coast?	Year 3 Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?	Year 4 Where does our food come from? Why are rainforests important to us? What are rivers and why are they used?	Year 5 What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?	Year 6 Why does the population change? Where does energy come from? Independent fieldwork enquiry
				or city and a rural place is in the countryside. To know the benefits and risks of living near a volcano.			considered before people build settlements.
<i>Human impact, trade and resources</i>	Skills - Talking about how to look after the ocean and the local environment. Knowledge - To know that people can help to care for places.	Skills - Suggesting ways the school playground could be improved. Knowledge - To know that places can be changed by people.	Skills - Talking about how to care for local habitats. - Describing how people can harm or help coastal areas. Knowledge - To know that people's actions affect habitats.	Skills - Describing how volcanoes and earthquakes affect communities. - Describing how humans can impact the environment. Knowledge - To know ways in which communities respond to earthquakes. - To know that a natural resource comes from the natural environment.	Skills - Tracing where food imports come from. - Explaining the advantages and disadvantages of local and global food. - Describing threats to the rainforest. Knowledge - To know that the UK grows food locally and imports food from other countries. - To know that fair trade ensures workers are paid fairly and work safely. - To know the threats to the	Skills - Explaining how pollution and plastic affect oceans. - Suggesting more sustainable choices. - Describing the threats facing desert environments. - Describing the impact of tourism on mountain regions. Knowledge - To know some positive and negative impacts of humans on the environment. - To know why oceans matter to people and wildlife.	Skills - Comparing renewable and non-renewable energy sources. - Describing the distribution of natural resources in the UK and USA. - Explaining the impact of energy use on people and the environment. Knowledge - To know that natural resources can be used to make energy. - To know the difference between renewable and non-renewable energy.

	EYFS Me on the map Antarctica vs the UK Looking at maps	Year 1 What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?	Year 2 Hot or cold place? Why is our world wonderful? What is it like to live by the coast?	Year 3 Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?	Year 4 Where does our food come from? Why are rainforests important to us? What are rivers and why are they used?	Year 5 What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?	Year 6 Why does the population change? Where does energy come from? Independent fieldwork enquiry
					rainforest locally and globally.		
GEOGRAPHICAL SKILLS AND FIELDWORK							
<i>Maps, atlases and globes</i>	Skills - Looking at and talking about maps in stories, atlases and on globes. - Creating real or imaginary maps. - Placing themselves on a map of their local area. Knowledge - To know that a map is a picture of a place.	Skills - Using an atlas to locate the UK and its countries. - Using a world map and globe to locate continents and oceans studied. - Using simple picture maps and plans to move around the school. Knowledge - To know that atlases give information about the world. - To know that symbols are used on maps to represent features.	Skills - Using world maps, globes and atlases to locate continents and oceans. - Recognising why maps need a title. - Beginning to draw objects to scale. Knowledge - To know that a globe is a spherical model of the Earth. - To begin to recognise world maps as a flattened globe.	Skills - Using atlases, maps, globes and digital maps to locate places studied. - Finding places in an atlas using contents and index. - Using maps to plan an expedition route in Antarctica. Knowledge - To recognise world maps as a flattened globe. - To know that digital maps can zoom in and out.	Skills - Using maps at more than one scale. - Using a scale bar to estimate distances. - Using satellite images and digital maps to find rivers and rainforests. Knowledge - To know a scale shows how much smaller a map is than real life.	Skills - Using thematic maps to show human and physical features. - Using a scale bar to calculate distances. - Using models and maps to talk about contours and slopes. - Recognising the difference between OS and other maps. Knowledge - To know that contours show height and slope. - To know when to use an OS map rather than another map.	Skills - Analysing distributions and relationships using maps. - Using GIS to plot data. - Selecting a map for a specific purpose. Knowledge - To know that GIS is a digital system that creates and manages maps.
<i>Direction, symbols, keys and grid references</i>	Skills - Using modelled directional vocabulary. - Recognising features on maps. Knowledge	Skills - Using directional language to describe locations. - Following routes using directional language.	Skills Using the four compass points to describe locations and routes.	Skills - Beginning to use the eight points of a compass. - Using 4-figure grid references.	Skills - Accurately using 4-figure grid references. - Following a route on an OS map.	Skills - Using six-figure grid references. - Recognising an increasing range of OS symbols.	Skills - Accurately using four and six-figure grid references. - Planning a journey using grid references and the

	EYFS Me on the map Antarctica vs the UK Looking at maps	Year 1 What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?	Year 2 Hot or cold place? Why is our world wonderful? What is it like to live by the coast?	Year 3 Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?	Year 4 Where does our food come from? Why are rainforests important to us? What are rivers and why are they used?	Year 5 What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?	Year 6 Why does the population change? Where does energy come from? Independent fieldwork enquiry
	To know some directional words (near, far, next to, behind).	- Recognising landmarks on aerial photographs. - Drawing a sketch map of the school with labels. Knowledge - To know simple directional language (left, right, forwards, backwards). - To know that an aerial photograph is taken from above. - To know what a sketch map is.	- Drawing a map with a key of class-agreed symbols. - Finding a given OS symbol with support. Knowledge - To know that a compass shows which direction is north. - To know N, S, E and W on a map. - To know that maps need a key.	- Beginning to use the key on an OS map. Knowledge - To know that grid references help locate a square on a map. - To know that an OS map shows features as symbols.	- Locating features from an aerial photograph on an OS map. Knowledge - To know the eight points of a compass. - To know what an OS map is used for.	- Confidently using the eight compass points. Knowledge - To know that six-figure grid references give a more exact location.	- eight compass points. - Following a pre-prepared route on an OS map. Knowledge - To know how to use an OS key to identify a wide range of features.
<i>Fieldwork, enquiry and data</i>	Skills - Asking questions about the world around them. - Commenting on features seen in the school grounds. - Expressing likes and dislikes about a place. Knowledge - To know that a place and its	Skills - Asking and answering simple questions about the school grounds. - Carrying out an enquiry to improve the playground. - Collecting simple data in the local area. - Recording feelings about a place and explaining why.	Skills - Collecting data through a small survey. - Classifying features as human or physical. - Taking photographs of habitats and coastal features. - Presenting data in tally charts or pictograms. Knowledge	Skills - Observing and recording features of their local area. - Making annotated sketches and field drawings. - Mapping land use in the local area. Knowledge - To know that an annotated sketch gives a rough idea	Skills - Planning how to collect data with teacher support. - Using simple sampling techniques in a local river study. - Using a simplified Likert scale. - Presenting data in bar charts and tables. Knowledge	Skills - Designing and using questionnaires and interviews. - Researching tourism in their local area. - Investigating an environmental issue in a local marine area. - Suggesting how a locality could be improved.	Skills - Developing their own enquiry question. - Selecting appropriate data collection methods. - Analysing data in pie charts and line graphs. - Drawing conclusions and evaluating evidence.

	EYFS Me on the map Antarctica vs the UK Looking at maps	Year 1 What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?	Year 2 Hot or cold place? Why is our world wonderful? What is it like to live by the coast?	Year 3 Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?	Year 4 Where does our food come from? Why are rainforests important to us? What are rivers and why are they used?	Year 5 What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?	Year 6 Why does the population change? Where does energy come from? Independent fieldwork enquiry
	features can be shown in a picture.	Knowledge To know that fieldwork is learning about places outside.	- To know that a tally chart collects data quickly. - To know that a pictogram uses pictures to show data.	of an area's features. To know the main types of land use.	- To know that quantitative data is numerical. - To know a Likert scale records feelings and attitudes. - To know an enquiry question has an open-ended answer.	Knowledge - To know that qualitative data involves opinions and feelings. - To know the difference between a questionnaire and an interview.	- Investigating the best location for a solar panel. Knowledge - To know that a pie chart shows parts of a whole. - To know that a line graph shows change over time. - To know how to use a range of data collection methods.