

Geography Progression at St Richards's

Skills and Fieldwork	Locational Knowledge	Human and Physical	Place knowledge
The practical side of geography. Pupils learn how to use maps, atlases, globes and digital tools, carry out fieldwork, collect and analyse data, and present their findings.	Understanding where places are in the world. This includes naming and locating countries, continents, oceans and key features, and using maps to describe their position.	Understanding what the world is like and how it works. Physical geography covers natural features and processes (e.g. rivers, mountains, weather), while human geography focuses on how people live and use the land (e.g. settlements, transport, trade).	Understanding the characteristics of different places. Pupils learn what places are like, how they are similar or different, and how people and environments are connected.
EYFS	Understanding the World People, Culture and Communities The Natural World	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.	
KS1		LKS2	UKS2
Skills and Fieldwork	Use locational and directional language (e.g. near/far, left/right, North, South, East and West) to describe the location of features and routes on a map Use aerial images and plan perspectives to locate familiar places and recognise landmarks and basic physical features Observe and photograph features in the local area and explain what they show Use simple maps of the local area to identify known features Devise simple maps and use and construct basic symbols in a key Identify land use in the local area	Begin to use and then confidently use the eight points of a compass Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods (e.g. sketch maps, plans, graphs and digital technologies) Follow journeys using computer mapping (e.g. Google Maps or geocaching) Make detailed maps using keys, including common OS symbols Use four-figure grid references, symbols and keys (including Ordnance Survey maps) to build knowledge of the UK and the wider world	Use six-figure grid references Use the eight points of a compass, four-figure grid references, symbols and keys (including standard Ordnance Survey symbols) to communicate geographical knowledge Develop a strong understanding of Ordnance Survey map symbols Record data in graphs (e.g. line graphs) and other formats Collect and analyse data and statistics to draw clear conclusions about locations Explain what collected or researched data shows and its impact

	Use simple fieldwork and observational skills to study the geography of the school and its surrounding environment, including key human and physical features Compare images and suggest reasons for differences Collect and record data using observations (e.g. in tables)	Understand how colours are used on maps to show different physical zones	Compare aerial photographs and maps over time Create maps that identify patterns (e.g. land use, climate zones, population density, height of land)
Locational Knowledge	Understand that maps and globes show the same places in different ways Use world maps, atlases and globes (selecting the most appropriate resource) to identify and locate the world's continents and five oceans Use world maps, atlases and globes to identify the United Kingdom, its countries and key capital cities Name and locate seas surrounding the UK Identify cities in contrasting countries using maps Identify hot and cold areas of the world (e.g. Arctic and Antarctic, North and South Poles, Equator and places such as Mexico), linking these to basic understanding of climate Locate the Equator and understand that places on it are generally hotter Use maps and globes to compare and locate different world climates and regions	Use maps, atlases, globes and digital/computer mapping to locate countries in Europe and across the world and describe features studied, selecting the most appropriate resource Locate countries, cities and landmarks of Europe using maps, globes and tools such as Google Maps Name and locate counties, cities and geographical regions of the United Kingdom, including their human and physical characteristics (e.g. hills, mountains, rivers, land-use patterns and key topographical features) and understand how these have changed over time Name and locate the Equator and describe the characteristics of areas close to it Describe the location of countries in relation to the Equator, Tropics, Hemispheres and Poles Name and locate the Northern Hemisphere and Southern Hemisphere Name and locate the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle Understand latitude and longitude	Locate physical geographical features on maps Name and locate the countries of North and South America Name and locate Greece using a range of maps, identifying human and physical characteristics including hills, mountains, rivers, key topographical features and land-use patterns, and understand how these have changed over time Name and locate some countries and cities of the world and describe their human and physical characteristics Describe the location of countries in relation to the Equator, Tropics, Hemispheres and Poles Identify and describe the geographical significance of latitude, longitude, the Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, and time zones (including day and night) Understand how time zones are shown on maps Describe the location of countries in relation to land use and explain patterns in land use

	Use directional and positional language to describe locations of countries, continents and seas, including left, right, North, East, South and West Draw and label simple pictures to show location Begin to use geographical vocabulary to describe position and location accurately	Name and locate a wide range of countries on a world map, including those affected by significant natural disasters, and recall their key characteristics Use prior locational knowledge to support understanding of global distribution of physical events such as natural disasters	Locate patterns in the distribution of physical and human features Use a range of geographical resources to give detailed descriptions and opinions of the characteristics of a location Analyse and evaluate the effectiveness of different geographical representations of a location (e.g. aerial images, maps and topographical maps) Compare maps over time and describe changes in places and landscapes
Human and Physical	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and that of a non-European country Use basic geographical vocabulary to refer to and name key human and physical features of the locality Name types of weather and describe weather associated with the four seasons Ask questions about the weather and its links to seasons Describe the seasons and relate seasonal changes to clothing and activities Explain and compare the seasons and how they affect clothing and activities Understand that different countries have different weather and begin to link this to climate Understand that different countries have different climates Understand that humans affect the environment	Compare different types of settlements and land use Ask and answer geographical questions about the physical and human characteristics of a location, making links with other countries studied Use a range of resources to identify key physical and human features of a location Identify the main physical and human characteristics of the UK and Italy Locate rivers in the UK and significant rivers in Europe Describe the journey of a river from source to sea Explain the water cycle using scientific terminology, including changes of state Describe key aspects of physical geography, including mountains, volcanoes, earthquakes, valleys, cities, towns, hills, rivers, beaches and coasts Explain how humans use physical geographical features for a variety of purposes. (Why do people live near volcanoes/flood zones?) Describe and	Describe how geographical features change over time Identify and describe how physical features affect human activity within a location Describe how humans are impacted both positively and negatively by physical features Analyse the positive and negative impact of human change on both local and global scales Describe climate zones and vegetation belts on a global scale, including related weather and vegetation, and begin to give reasons for these Explain climate zones and vegetation belts on a global scale Describe, understand and explain key aspects of physical geography, including climate zones, vegetation belts, biomes, mountains, volcanoes, earthquakes, rivers and coasts Describe, understand and explain key aspects of human geography, including settlements, land use, economic activity, trade links, and the distribution of natural

	Recognise that humans have choices in their lifestyle which can affect the environment	understand the water cycle and how Tsunamis are formed. Recognise that our choices can impact the lives of other people Begin to recognise that our choices impact the lives of other people	resources (energy, food, minerals and water supplies) Identify and describe the geographical significance of latitude, longitude, the Equator, Northern and Southern Hemispheres, and the Tropics of Cancer and Capricorn
Place Knowledge	Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do there? Study pictures and videos of different localities and ask geographical questions about them. Compare life in the UK with life in other countries (e.g. Arctic regions and Mexico), including climate, weather and lifestyle. Retell and describe what life is like in the UK compared to other countries. Explain and compare life in the UK and life in other countries, giving reasons for differences. Express and justify own views about places, people and environments. Draw pictures to show how places are different and explain what they show. Write comparatively to show differences between places	Express own views about a place, people and environment with reasoning Identify features of a place using aerial photographs and Google Earth Describe geographical similarities and differences between countries Describe and understand geographical similarities and differences between countries, including the UK, Europe and a region of North America Explain geographical similarities and differences between countries, including the UK, Europe and a region of North America, giving reasons for these differences Compare life in the UK with life in another country Compare and give reasons for different lifestyles within a country or region Describe, understand and explain differences in lifestyles within and between countries or regions	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location Analyse and give views on the effectiveness of different geographical representations of a location (e.g. aerial images, maps and topological maps such as London's Tube map) Describe geographical diversity across the world Understand and explain geographical diversity across the world Understand some of the reasons for geographical similarities and differences between countries Describe how countries and geographical regions are interconnected and interdependent Explain how countries and geographical regions are interconnected and interdependent Describe how locations around the world are changing and explain reasons for change Discuss how people are influenced by both physical and human geography on local, national and global scales