

# Furneux Pelham School – Knowledge and Skills Progression for Geography



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge							
	Name and talk about the school location and key geographical locations nearby (the church). Name, visit and articulate how they get to: Autumn Term - the hall Spring Term - The Burrow Summer Term - the church.	Name some places in the UK, beyond their local environment	Name and locate the world's seven continents and five oceans	Understand how the world has zones and be introduced to the concepts of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones	Use maps to locate the world's countries, focussing on South America	Use latitude and longitude to find locations on a map, with a focus on the UK, Europe, and North and South America	Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	Name at least three places they have visited and discuss how they got there	Name the countries, capital cities and seas of and around the UK	Name, locate and identify characteristics of the four countries of	Locate capital cities of the UK on a map.	Identify human and physical features of locations in the UK, including hills, rivers, seas	Identify mountains, and rivers, and land-use	Discuss the impact of tourism on places studied.

	and what they saw.		the UK		Show how a place has changed.	patterns of locations in the UK	
	Talk about how places they have visited are similar or different to where they live		Confidently use the following vocabulary: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	Locate hills, river and seas on a map.	Confidently use the following vocabulary: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Show how specific locations studied have changed over time.	Confidently use the following vocabulary: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
Place knowledge							
	Begin to describe their local area	Understand geographical similarities and differences	Understand geographical similarities and differences	Compare a region of the UK with a region in Europe, eg. local	Understand geographical similarities and differences	Understand geographical similarities and differences	Compare a region in UK with a region in N. or S.

		through studying the human and physical geography of a small area of the United Kingdom.	through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides	hilly area with a flat one or under sea level.	through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	America with significant differences and similarities
			Contrast one small area of the UK with a small area in a contrasting non-European country, with a focus on islands and seashores.	Use concepts learnt in science (rocks) to describe and compare areas of the UK	Begin to make comparisons in the human and physical geography of the regions studied	Compare and contrast the regions studied	Confidently use the following key vocabulary: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
Human and Physical geography							
	Talk about the weather	Identify seasonal and daily weather patterns	Use geographical vocabulary to refer to human	Discuss the similarities and differences in human	Discuss the similarities and differences in physical	Explain the similarities and differences in human	Explain the similarities and differences in physical

			features: city, town, village, factory, farm, house, office, port, harbour and shop.	geographical features of regions in the UK	geographical features of regions in the UK	geography through comparing regions in the UK, South America and another continent (eg Eastern Europe)	geography through comparing regions in the UK, South America and another continent (eg Eastern Europe)
	Talk about hot and cold places they have been to	Locate hot and cold places in the world in relation to the Equator, North and South Pole	Use geographical vocabulary to refer to physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Compare the human geography of a region of the UK and a region of South America  Begin to use correct terminology in doing this	Compare the physical geography of a region of the UK and a region of South America  Confidently use correct terminology in doing this	Begin to use correct vocabulary for this eg latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.	Confidently and consistently use correct, subject specific vocabulary
Fieldwork							
	Familiarise themselves with their new school surrounding and	Use world maps, atlases and globes to identify	Use aerial photographs and plan perspectives to recognise	Use maps, atlases, globes and digital/computer mapping (Google	Use maps, atlases, globes and digital/computer	Use maps, atlases, globes and digital/computer	Use maps, atlases, globes and digital/computer

	<p>being to describe their impressions.</p> <p>Create a map of their school.</p> <p>Begin to use observational skills to describe their school in more details</p>	<p>our place in the world.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment..</p>	<p>landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and</p>	<p>mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and</p>	<p>mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p>	<p>mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and</p>
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				record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	digital technologies	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
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