AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION OF KNOWLEDGE AND SKILLS
GEOGRAPHY

Knowledge	Locational Knowledge	Place Knowledge	Human and Physical Geography
Reception	Understand the difference between land and sea. Understand that the world is round. Know where in the world we live. Talk about the features of our immediate environment.	Know where the United Kingdom is on a map and a globe. Describe the features of our local area. Know which city we live in.	Talk about what clothing we should wear in different weathers. Identify seasonal and daily weather patterns in the UK. Understand how to keep safe in the sun.
Skills	**Map Work**	**Digital Map**	**Fieldwork**
	Draw information from a map. Know what road the school is on. Know they live in Leeds and the area is called Crossgates. Talk about what they see in maps and aerial pictures of the local area. Draw imaginary maps from stories or create plan or drawn maps of the local area.	To use and draw information from a simple map. To look at aerial views and comment on buildings, open space, roads and other simple features. To use Google Earth and look at satellite images of the planet.	Children can take pictures with support of man-made and natural objects in the local area. Make simple drawings of man-made and natural features of the local area and wider local area. Use age-appropriate mathematical skills to count objects linked to geography.
Knowledge	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**
Year 1	Understand the concept of the world. Understand our country is part of the continent Europe. Understand the UK is an island and is surrounded by the sea. Name and locate the 4 countries of the UK. Talk about the main features of one of the four countries that make up the UK.	Recognise some similarities and differences of geographical features in my own immediate environment. Use Venn diagrams to compare rural and urban areas. Identify a city, town, village, coastal, and rural area from sources (pictures-aerial shots, fieldwork etc).	Know how the land is used around the local area. Compare the human and physical features of two British localities including how the use of land differs in each locality. With support, use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer

	Know the street that they live on.	Identify some human and physical features of their local city, Leeds. With support compare their local area with a contrasting local area in a non-European Country by identifying some similarities and differences.	to the physical and human features of places studied. Find some physical and human features such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of the wider local area (Leeds). Know about weather in their locality, what happens in different seasons and how weather changes daily.
Skills	**Map Work**	**Digital Map**	**Fieldwork**
	Follow directions (up, down, left/right, forwards/backwards) and be introduce to the four compass points (NSEW). Draw a simple picture map of known or imaginary places. Be exposed to symbols used on maps Using maps. Use a simple picture map to identify places around a school. Recognise that maps are about a place. Use relative vocabulary of scale (e.g. bigger/smaller). Learn names of some places within/around the UK (linked to topics) using maps. Use picture maps and globes. Use large scale world maps of continents. Be exposed to age-appropriate atlases.	To find places using a postcode or simple name search. To add simple information to maps for example, labels and markers. To draw around simple shapes and explain what they are on the map for example, houses. To use the measuring tool with support to show distance for example, my house to school, to the shops. To zoom in and out of a map. To draw a simple route. To highlight areas. To add an image to a map.	Name and describe what they can see around the school grounds and further afield (trip dependent). Take a journey to a contrasting local area via bus, train or walking etc and describe what can be found there. Explore the school grounds and further afield to collect data- how many cars in car park– how many trees in the school grounds etc. Found out how people travel to school and create a tally chart or pictogram.
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Year 2	Name and locate the capital cities of the 4 countries of the UK.	Recognise some similarities and differences of geographical features in two local areas.	Identify how the land is used around the local area and compare and contrast how

	Name and locate the 5 oceans and the 7 continents. Name, locate and identify the main characteristics (physical and human) of the four countries and capital cities of the UK. Know the UK is surrounded by sea and name the seas surrounding it.	Identify some of the key features of a location and whether it is a city, town, village, coastal, urban or rural area. Identify human and physical features of their local city, Leeds, and make comparisons with other places studied. Compare their local area with a contrasting local area in a non-European Country by identifying similarities and differences of their physical and human geography.	the use of land differs in each locality studied. Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied. Identify the physical and human features such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features on maps of the wider local area (Leeds). Know about weather in the UK, what happens in different seasons and how weather changes daily and collect data linked to weather changes for contrasting areas. Know that there are hot and cold areas of the world, and this is linked to the equator and north and south poles. Identify some 'hot' and 'cold' countries/places and know what it is like there (weather, temperature, plants and animals etc.
Skills	**Map Work**	**Digital Map**	**Fieldwork**
	Follow directions (using directional language from year 1 and including the four compass points (NSEW). Draw or create a map of a real or imaginary place adding detail and information similar to maps they have seen.	To use the zoom function to locate places. To use the zoom function to explore places at different scales. To add a range of annotation labels and text to help me explain features and places.	Gather information using a range of methods (counting, tally, pictures etc) and say with support why they might use a certain method over another. Take a journey to a contrasting local area via bus, train or walking etc and gather information on what the area has.

	Be shown what a key is on map and why it is important. Use class agreed symbols to make a simple key. Follow a simple route on a map. Use birds eye view to identify known places. Begin to spatially match places on different maps (e.g. recognise UK on a small scale and larger scale map). Look down on objects to make birds eye view map. Locate and name on UK map major features e.g. London, Cardiff, Hull and recognise countries linked to topic on maps. Identify the 7 continents and 5 oceans on maps. Use teacher drawn base maps. Use an infant atlas with increasing confidence. Start to explore different maps of the same area.	To highlight an area on a map and measure it using the Area Measurement Tool. To use grid references in the search function. To use the grid reference tool to record a location. To highlight areas within a given radius.	Use compass points to help gather information. Draw what they observe when collecting information. Add colour, texture and detail to prepared field sketches. Add labels to correct features. Take a photo as a record of what they have seen when exploring different environments and compare different photos. Use age-appropriate mathematical knowledge to count known objects when carrying out fieldwork using different methods (tally, counting in 2s). Create a tally and pictogram from information gathered. Say what they have found as a result of fieldwork.
Knowledge	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**
Year 3	Name and locate cities and counties of the UK. Name the geographical regions of the UK. Use maps to locate countries in Europe. Identify environmental regions, key physical and human characteristics, countries and major cities of places studied within the UK and Europe.	Compare the similarities and differences of physical and human geographical features in a town, city, village and hamlet. Understand the human and physical geography of larger area within the United Kingdom. Identify human and physical features of their local city, Leeds, and make comparisons with other places.	Describe and understand how and why rivers are formed. Introduce rivers in the U.K and Italy. Describe and understand different types of settlement and how land is used. Describe and understand how natural resources are distributed across the world including food and water.

	Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere.	Identify the geographical similarities and differences between Leeds, and a European country.	
Skills	**Map Work**	**Digital Map**	**Fieldwork**
	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map with support. Try to make a map of a short route experienced, with features in correct order. Know why a key and symbol is needed and be able to identify a range of simple common place symbols. Start to think of symbols and keys they can use in their map work. Locate places on larger scale maps e.g. map of Europe, world maps. Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) Begin to draw a sketch map from a high viewpoint. Begin to identify key features on different types of maps including OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	To use the zoom function to locate places. To use the zoom function to explore places at different scales. To add a range of annotation labels and text to help me explain features and places. To highlight an area on a map and measure it using the Area Measurement Tool. To use grid references in the search function. To use the grid reference tool to record a location. To highlight areas within a given radius. To add photographs to specific locations.	Gain confidence in speaking to an unfamiliar person when collecting data. Record some of what they found out. Use a simple database to present findings. Draw a sketch of a simple feature from observation or photo. Add colour and detail to own field sketches. Add title and descriptive labels with help. Point out useful views to photograph for their investigation. Begin to organise recordings. Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs).
Knowledge	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**
Year 4	Locate the world's countries, using maps to focus on Europe concentrating on their	Compare the similarities and differences of physical and human geographical	Describe and understand how and why rivers are formed.

	environmental regions, key physical and human characteristics, countries, and major cities. Name and locate cities and counties of the UK. Use maps to locate countries in Europe. Identify environmental regions, key physical and human characteristics, countries and major cities of places studied within the UK and Europe. Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere.	features in a town, city, village and hamlet. Understand the human and physical geography of larger area within the United Kingdom. Identify human and physical features of their local city, Leeds, and make comparisons with other places. Understand how land is used in different places and why people choose to settle in different places. Understand how land is used in different places and why people choose to settle in different places.	Describe and understand the different features of a river. Describe and understand the water cycle. Human Geography. Describe and understand different types of settlement and how land is used. Describe and understand where energy comes from including renewable and non-renewable sources. Describe and understand how natural resources are distributed across the world including food and water. Describe and understand the water cycle.
Skills	**Map Work**	**Digital Map**	**Fieldwork**
	Use 4 compass points well when following or giving directions. Begin to use know the 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Be introduced to 4 figure OS grid references. Make a map of a short route experienced, with features in correct order. Make a simple scale drawing. Know why a key is needed and begin to be more confident in the use of keys and symbols in their work. Begin to recognise more symbols on tourist maps and on some OS map. Locate places on large scale maps and maps of different sizes, (e.g. Find UK or Spain on globe and other maps).	To use the zoom function to locate places. To use the zoom function to explore places at different scales. To add a range of annotation labels and text to help me explain features and places. To highlight an area on a map and measure it using the Area Measurement Tool. To use grid references in the search function. To use the grid reference tool to record a location. To highlight areas within a given radius. To add photographs to specific locations.	Suggest questions to ask as part of an investigation. Use appropriate geographical vocabulary. Record the main points shortly after. Use a database to present findings. Carry out fieldwork linked to rivers, city, village etc. Take photos and draw detailed sketches with labels to show what that tells us. Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate sketch with descriptive and explanatory labels. Add title, location and direction to sketch. Suggest how photos provide useful evidence for their investigations. Use a camera independently. Locate a photo on a map.

	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) Draw a sketch map from a high viewpoint. Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers) Use large scale OS maps and other maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs		Annotate the photo. Suggest what sounds/images to record for their investigation. Commentate on the recording, describing and explaining what they see. Use different instruments to measure. Count / record different types of information simultaneously with a tally. Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs) Organise results electronically on a spreadsheet.
Knowledge	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**
Year 5	Name and locate major cities and countries in Europe and North and South America linked to units of work. Use a variety of maps to locate and identify geographical regions and physical and human characteristics of countries and places studied. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to places studied. Identify the Prime/Greenwich Meridian and time zones and understand how the location of a place has a different time than ours.	Be able to recognise how places fit within a wider geographical context and are interdependent. Be able to identify, describe and explain in detail how and why places are similar to / different from other places in the same country or elsewhere in the world. Understand and explain the use of land and why people settle in volatile places.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography, including: economic activity including trade links. Describe and understand the impact natural resources– minerals, water, food has on the economic activity of an area. Describe and understand where energy comes from including renewable and non-renewable sources. Describe and understand how places trade with other places across the world.
Skills	**Map Work**	**Digital Map**	**Fieldwork**

	Use 8 compass points; use 4 figure co-ordinates to locate features on a range of OS map. Drawing maps Begin to draw a variety of thematic maps based on a range of data. Draw a sketch map using symbols and a key; Use/recognise a range of OS map symbols. Include keys and symbols in their work. Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Measure straight line distance on a plan. Find/recognise places on maps of different scales. Draw a plan view map with some accuracy. Identify significant places and environments on a range of maps. Use index and contents page within atlases. Use medium scale land ranger OS maps.	To find 6-figure grid references and check using the Grid Reference Tool. To combine area and point markers to illustrate a theme. To use maps at different scales to illustrate a story or issue. To use maps to research factual information about locations and features. To use linear and area measuring tools accurately.	Children will carry out fieldwork into improving the local area linked to trade. Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation. Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations. Select and use a range of measuring instruments in investigations that include a range of measurements both metric and non-metric. Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results.
Knowledge	**Locational Knowledge**	**Place Knowledge**	**Human and Physical Geography**

Year 6	Name and locate major cities and countries in Europe and North and South America linked to units of work. Use a variety of maps to locate and identify geographical regions and physical and human characteristics of countries and places studied. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to places studied. Identify the Prime/Greenwich Meridian and time zones and understand how the location of a place has a different time than ours.	Be able to recognise how places fit within a wider geographical context and are interdependent. Be able to identify, describe and explain in detail how and why places are similar to/ different from other places in the same country or elsewhere in the world. Understand and explain the use of land and why people settle in volatile places.	Use atlases to find out about other features of places (weather patterns). Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Describe and understand mountains, volcanoes and earthquakes and their impact on physical and human geography of an area. Describe and understand key aspects of human geography, including: economic activity including trade links. Describe and understand the impact natural resources– minerals, water, food has on the economic activity of an area.
Skills	**Map Work**	**Digital Map**	**Fieldwork**
	Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Use 6 figure grid refs, with support if needed. Use coordinates to locate latitude and longitude on atlas maps. Draw a variety of thematic maps based on their own data and data collected from sources elsewhere. Begin to draw plans of increasing complexity.	To find 6-figure grid references and check using the Grid Reference Tool. To combine area and point markers to illustrate a theme. To use maps at different scales to illustrate a story or issue. To use maps to research factual information about locations and features. To use linear and area measuring tools accurately.	Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected. Carry out fieldwork activity about improving the local area linked to trade. Interview the public and officials then design a new area of Leeds.

	Use/recognise a range of OS map symbols; Use atlas symbols. Confidently include keys and symbols in work and discuss choices. Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use a scale to measure distances. Draw/use maps and plans at a range of scales. Draw a plan view map accurately. Confidently identify significant places and environments on a range of maps including thematic maps. Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.		Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns. Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way. Begin to use editing techniques to make a presentation recording. Select recording from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way. Select and use a range of measuring instruments in investigations including a range of measurements both metric and non- metric. Design own census, pilot and evaluate it using as data base and excel to present findings. Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results. Describe and understand mountains, volcanoes and earthquakes and their impact on physical and human geography of an area.