

Stanhope Primary School Progression of Knowledge and Skills in Geography



| Subject | At Stanhope Primary School, it is our intent that all pupils, regardless of background and ability, have access to a broad and balanced Geography curriculum. Through the delivery of learning opportunities that inspire all children to succeed, it is our intent that: Pupils are provided with a curriculum that enables a coherent understanding of the world around them and different cultures. They will understand where they are from and how their local area has changed over time. Children will recognise physical and human geography of different locations around the world. Pupils will develop their geographical skills by collecting and analysing data, using maps, globes, atlases and digital mapping. They will question how the world is changing, what impact humans are having and how to preserve it. | | | | | | |
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| Year Group | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Locational Knowledge | Describe their immediate environment, using knowledge from their observations, discussions, places they have visited, stories, non-fiction texts, maps and from what they have learnt from other means, e.g. Internet | Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's 7 continents and 5 oceans To explore the town we live in. | Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's 7 continents and 5 oceans Locate the UK, Equator, poles. Compare the land and features. | Pupils will extend their knowledge and understanding beyond the local area by studying other countries of the world To identify the continents of the world. To locate countries on a map | Describe some of the characteristics of geographic locations in the UK. Name and locate the countries of Europe and identify their main physical and human characteristics. Locate countries in Europe and identify European Countries | Locate the world's countries, using maps to focus on Europe, including the location of Russia, North America and in particular South America. Be able to discuss their environmental regions. Key physical and human | Locate the world's countries, using maps to focus on Europe, including the location of Russia, South America and in particular North America. Identify major cities and capital cities of the world and the UK. |

| | | To be able to describe where you live. | Locate Africa on a world map. To explore the town we live in. To be able to describe where you live. | Find out about some of the key geographical features of each continent. To be able to locate major capital cities of the world. To use a variety of sources to identify human and physical features in a particular country. To find similarities and differences between different countries. | according to their features. Understand that European Countries have different times zones to that of the UK. Describe the environments of the studied European regions and discuss their key physical and human characteristics. Be able to identify, name and describe countries within Europe, the major cities and landmarks. | characteristics, countries and major cities. Name, locate and know the mountain ranges of South America. Name and locate countries and cities in the UK, identify any human and physical characteristics, key topological features, including hills, mountains, coasts and rivers, land use patterns, and understand how some of these aspects have changed overtime. Locate, name and find out about the hills and mountain in the UK Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Antarctic Circle, the prime/Greenwich Meridian and times Zones. | Be able to discuss their environmental regions. Key physical and human characteristics, countries and major cities. Name, locate and know the mountain ranges of North America. Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Antarctic Circle, the prime/Greenwich Meridian and times Zones. |
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| Place Knowledge | wareness of their nmediate locality, laces around them, chool and the | Make simple comparisons between features of different places. To be able to locate Europe on a world map and identify | Understand geographical similarities and differences through a farm study To locate Africa on a world map and | Understand that there are geographical similarities and differences by studying and knowing where our food comes from. | Understand that there are geographical similarities and differences by studying an area or areas in Europe. | To find out about the location and countries of South America. To find out about the climate in South America. | Understand that there are geographical similarities and differences by studying the local area of South Shields. |

| They can name and | some of its countries | identify the country | Know our food | To find out about | Understand |
|----------------------|------------------------|------------------------|----------------------|-----------------------|------------------------|
| describe landmarks | and features. | of Kenya | comes from many | the major mountain | geographical |
| in the locality, | | _ | different places | ranges of South | similarities and |
| describe their | To be able to locate | To explore the | around the world | America. | differences through |
| favourite | Asia on a world map | climate and weather | Know how land in | | a study of South |
| place/places. | and explore the | of Kenya | temperate climate | To find out about | Shields. |
| places. | features and | or Kerrya | zones is used to | the human | Officias. |
| | characteristics of | To explore the | produce food | geography of South | Use maps of the |
| Learn about familia | | | · · | America. | |
| features such as | China. | animals of Kenya | Know how land in | America. | area, know the |
| houses, farms, and | 1 | | tropical climate | - 6 1 | geographical region |
| shop buildings. They | To be able to locate | To be able to use a | zones is used to | To find out about | and identify places |
| learn about distant | / tabliana on a wona | compass to navigate | produce food | trade and industry in | within the local area. |
| | map and identify | around a map | | South America | |
| places through | some of its features | | Describe the way in | | Describe and |
| topics and stories. | and characteristics. | To explore the | which land in | To be able to carry | understand key |
| | | landscapes of Kenya | tropical biomes is | out an in-depth | aspects of the local |
| | To be able to locate | | being changed to | study of a South | rivers, the coast and |
| | Africa on a world | To find out about the | enable more food to | American country. | hills. |
| | map and explore the | people and culture | be produced. | , | |
| | features and | of Kenya | | | Describe and |
| | characteristics of | | Explore how food is | | understand key |
| | Kenya. | To identify | produced in | | aspects of the type |
| | Tronya. | similarities and | Mediterranean | | of settlement of the |
| | To be able to identify | differences between | climate zones. | | locality, land use |
| | North America on a | Kenya and the UK | Identify other | | and economic |
| | world map and | Renya and the OK | Mediterranean | | activity including |
| | • | | climate zones | | trade links, including |
| | explore the | Locate the UK, the | | | |
| | characteristics and | equator and the | around the world. | | Nissan, tourism, |
| | features of the USA. | poles on a world | | | |
| | | map | Explain how land is | | |
| | To be able to locate | | used to produce | | |
| | South America on a | Compare the land | food in the UK. | | |
| | world map and | features and climate | | | |
| | explore the features | of the UK and | Understand and | | |
| | and characteristics | Ecuador | describe the trade | | |
| | of Brazil. | | links that enable | | |
| | | Compare the capital | food from around | | |
| | To be able to locate | cities of the UK and | the world to be sold | | |
| | Antarctica on a | Ecuador | in the UK | | |
| | world map and | | | | |
| | identify some of its | Find out where | | | |
| | features and | different animals live | | | |
| | characteristics. | in the world | | | |
| | characteristics. | 110 WONG | | | |
| | | Identify physical and | | | |
| | | human features | | | |
| | | naman isaturs | | | |
| | | Create a map with a | | | |
| | | key | | | |
| | 1 | NOy | l . | | |

| Human and Physical Geography | and discuss the weather regularly and become familiar with different types of weather and how it affects us, such as needing coats when it is cold, protecting themselves in hot, sunny weather. | seasons are linked with the months of the year. To find out what the weather is like in spring. To find out what the weather is like in summer. To find out what the weather is like in autumn. To find out what the weather is like in winter. To review knowledge and compare the four seasons. Have an awareness of the hot and cold areas of the world in relation to the Equator and the North and South Pole. | of the UK and Kenya. Compare these to other locations around the world. Use basic geographical vocabulary, hill, mountain, sea, ocean, soil, river, vegetation, season and weather. Use vocabulary related to a farm and its features. | understand key aspects of the Tropical Rainforests, know where they are located. Know there are 7 major biomes and the tropical rainforest is one of them. To find out what a rainforest is and where they are found. Explore the layers of vegetation in a rainforest. Investigate the climate of the rainforest. Find out about the people and settlements of the rainforest. Explore why the rainforest is under threat and the measures taken to protect it. | Earth's climate and areas of extreme temperatures. Find out about the water cycle and the distribution of water across the world. Find out about extreme weather conditions across the world. Find out about earthquakes and what causes them. Find out about Tsunamis and how they are caused. Find out what volcanoes are and how they are formed. To explore jobs and why they are important. To be able to group jobs into sectors. To explore industries of the UK. To find out how people earn a living in other parts of the world. To find out about unemployment and its effects. To find out about children around the world who help earn | coasts are and how they are formed. To find out about the physical features of coasts and the processes of erosion that affect them. To explore different strategies of coastal management. To be able to identify different types of beaches. To be able to use maps and secondary sources to research and describe coastal areas. To learn how changes in land use will affect people and the environment in different ways | understand key aspects of Volcanoes. To understand what a volcano is and where they are in the world. To explore what happens when a volcano erupts. To explore the features of volcanoes. To understand what tectonic plates are and what the 'ring of fire' is. To explore life in volcanic areas. To compare a volcanic area to a non-volcanic area. To be able to show what you have learnt about volcanoes. Describe and understand key aspects of the type of settlement of the locality, land use and economic activity including trade links, including Nissan, tourism |
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| | | Use world maps, atlases and globes to identify the UK and its countries | Use world maps, atlases and globes to identify the UK and its countries | Use world maps, atlases and globes to identify the UK and its countries | a living for their families. Be able to describe types of settlement and land use, discuss economic activity, including trade links. Build knowledge of the UK and the wider world. | Use maps, atlases, globes to locate countries and describe features | Use maps, atlases, globes to locate countries and describe features |
|---|--|--|---|---|--|---|---|
| Geographical Skills and Fieldwork | | Use maps, atlases and globes to identify countries, continents, and ocean studied in the Year 1 curriculum. | Use maps, atlases and globes to identify countries, continents, and ocean studied in the Year 2 curriculum. | Use maps, atlases and globes to identify countries, continents, and ocean. Recall work from KS1 Use maps to locate the Rainforests and other biomes. Have an awareness of the 8 points of a compass, four figure grid references, symbols and how to use a key | Use sketch maps, plans and graphs. | Use the 8 points of a compass, four and six figure grid references, symbols and key, to build their knowledge of the UK and the wider world, e.g. South America | Use the 8 points of a compass, four and six figure grid references, symbols and key, to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure, record and present human and physical features in the local area, use sketch maps, plans, graphs and digital technologies. |
| Vocabulary | Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present move, direction, forwards, backwards, route | United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Arctic, Indian, Pacific, Atlantic, Southern, Africa, Antarctica, Asia, Australia, Europe, North America Weather, seasons, seasonal, equator, | United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Arctic, Indian, Pacific, Atlantic, Southern, Africa, Antarctica, Asia, Australia, Europe, North America, South America Weather, seasons, seasonal, equator, | Biome, rainforest, tropical, vast, vegetation, humid, equator, equatorial, intense sunlight, emergent, canopy, shrub layer, forest floor, understory, deforestation, photosynthesis, tropic of Cancer, tropic of Capricorn. Mediterranean, Mediterranean climate, dry hot | Industry, employment, unemployment, finance, agriculture, education, travel, job sectors, economy, retired, poorer countries Earthquake, tremor, tectonics, Richter scale, devastation, snowy, foggy, extreme, tornadoes, blizzards, equator, water cycle, | Satellite view, coastal, erosion, landforms, coastal erosion, coastal management, seawall, gabions, groynes, caves, stacks, arches, cliff instability, weak spots, small, sandy, pebbly, shingle. | Volcano, extinct, active, dormant, activity, ash, vent, composite, compound, conduit, eruption, fault, fissures, geysers, hotspot, lava, lava flow, magma, cone, crater, pyroclastic flow, pressure, molten rock, poisonous, |

| | North and South Pole, climate, weather patterns, forecast, daily, Use simple compass directions – North, East, South and West and locational language, e.g. near, far, left and right, to describe the location of and routes on map. | | | | | |
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| End Points ELG – Nursery | Talk about what they see, using a wide vocabulary. Show interest in different occupations, people and places Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | | | | |
| End Points ELG – Reception | Talk about what they see, using a wide vocabulary. Talk about different occupations, people and places. Talk about the area where they live and observe any landmarks that are familiar to them. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people and places Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about the different types of weather and the types of weather they have experienced. | | | | | |
| End Points KS1 (NC) | By the end of KS 1- children will be able to name and locate the world's 7 continents and 5 oceans. Be able to name, locate and identify characteristics of the 4 countries, and capital cities of the UK and its surrounding areas. Understand that there are geographical similarities and differences through the study of the local area and where I live. Show an awareness of the world and the countries studied, China, Australia, Kenya, the USA, and Brazil and explore some of their features and characteristics. Know that our weather is linked to the seasons and be able to compare the weather. Children will be able to locate the UK, and compare the land features and climate with other countries, be able to locate the equator and the poles and be able to create a map with a key. | | | | | |
| End Points KS2 (NC) | Know and locate the countries and cities of the UK, be able to talk about geographical regions and identify human and physical characteristics, including coasts, hills, mountains and rivers. Know the local area well and talk with confidence about the local characteristics, settlement, industry and how these have shaped the area. Know and discuss important landmarks within the UK and the local area. Have an understanding and be able to discuss some the world's biomes and vegetation belts e.g. rainforests, North American Forests, Mediterranean climate. Be able to discuss that around the world there are different climate zones, be able to talk about the climate and explain why some countries experience different conditions. Know that the world is exposed to extreme weather patterns, e.g. blizzards, rainfall, tornadoes and talk about the impacts these have on people and where they live. Understand plate tectonics and understand how earthquakes, volcanoes and tsunamis occur and again talk about the impact on people and places. | | | | | |