

Stukeley Federation
Geography Curriculum Progression

	KS1			KS2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cognitive Skills – These skills are accumulative.	Recognise	Recognise, identify, describe, observe	Select, categorise, classify, sequence, compare and contrast.	Recall, reason, speculate summarise	Synthesise, explain, demonstrate understanding	Empathise, reach informed conclusions, make reasoned judgements, justify	Apply, evaluate, critique, hypothesise
Locational Knowledge	ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Vocabulary: England, Scotland, Wales Northern Ireland. London, Edinburgh, Cardiff, Belfast.	Name and locate the world's seven continents and five oceans. Vocabulary: Europe, Asia, Africa, North America, South America, Australia, Antarctica Pacific, Atlantic, Indian, Southern, Arctic.	Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main counties and cities in/around Lincolnshire.	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
Place Knowledge	ELG - 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	Understand geographical similarities and differences 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.	Understand geographical similarities and differences 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	Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level.	Understand geographical similarities and differences 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.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand

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	appropriate) maps.		concentrating on islands and sea sides				some of the reasons for similarities and differences.
Human & Physical Geography	Recognise some environments that are different to the one in which they live. (DM)	Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: □ key physical features, including: forest, hill, mountain, soil, valley, vegetation, □ key human features, including: city, town, village, factory, farm, house, office.	Use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types. Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Types of settlements in modern Britain: villages, towns, cities.	Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon Britain linked to History.	Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on energy
Geographical Skills & Field work	To draw information from a simple map (DM)	Use world maps, atlases and globes to identify the United Kingdom and its countries. 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.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 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.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. 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 Use fieldwork to observe and record the human and physical	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn the eight points of a compass, four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied 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. Use fieldwork to observe, measure and record the human and physical features in the	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. 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

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				features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	graphs, and digital technologies.
Vocabulary – words are accumulative and will be revisited from previous years		Ocean equator, tropical, land use, seaside, countryside, habitat, adaptation, camouflage, food chain, desert, jungle, season, tornado, drought, North Pole, South Pole, globe, continent.		Location, scale, distance, population, density, climate, peninsula, precipitation, hurricane, atmosphere, settlement, economy, migration, employment, distribution, sustainable; unsustainable; reusable; solar; turbine; rechargeable; conservation, biodiversity, greenhouse gases; greenhouse effect; carbon dioxide; pollution; global warming, deforestation, Tropic of Cancer, Tropic of Capricorn, Northern Hemisphere; Southern Hemisphere;		Volcano; Latitude; Longitude; Trade; Eruption; Fjord; Magma; Evacuation; Lava; Gulf Stream; Glacier; Mountain; Relief; Earthquake; Political, Urban; Rural; Region; Archipelago; Geyser; Port; Geothermal; Climate graph; Growing season; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Economic activity; Processing; Colony; Transport; River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; Relief; Political; Blizzard; Glacier; Ridge; Summit; ; Geothermal heat; Hydroelectric power; Solar power; Biofuel, Plantation, Ethical	