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# Curriculum Progression of Knowledge and Skills – Geography

| EYFS: | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Key knowledge & skills** | **What do I know about where I live?<br>Where in the World do I live?<br>Where do penguins and polar bears live?** | **What is the landscape of the United Kingdom?<br>What is it like to live in Kenya?<br>How much of our planet is covered in water?** | **What makes the Earth angry?<br>Which county do I live in and how does it compare?<br>How much do I know about Europe?** | **Where does the River Humber start from?<br>How is the land surrounding Hull used?<br>Where does the UK import its goods from?** | **How are mountains formed?<br>Why should the rainforest matter to us?<br>How is our coastline changing?** | **What is renewable energy?<br>Where are the largest rivers in the World?<br>I'm a Y6 pupil get me out of here!** |
| Understanding of the world (UTW)<br><br>**Skill:**<br>***0-3 years***<br>Explore and respond to different natural phenomena in their setting and on trips.<br><br>**Knowledge:**<br>Seasonal walk –identify weather, specifically – **rain, wind, frost**, **sunny, snow, cold, hot** (all typical weather associated with season and animals from around the world including farm, minibeasts, Safari animals)<br><br>**Skill:**<br>***3-4 years***<br>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.<br><br>**Knowledge:**<br>**(Cohort specific)**<br>**Celebrations - D**iwali – **India**, **Hull (tradition) map, country**<br><br>Celebrations – Chinese New Year – Text Story of the Chinese New Year | **Knowledge:**<br>Every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street.<br><br>Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode. This is how the postal workers know where to bring your letters.<br><br>An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map.<br><br>Know the names of the four countries that make up the UK;<br><br>Know the names the three main seas that surround the UK;<br><br>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland | **Knowledge:**<br>Name and locate the world's seven continents and five oceans.<br><br>England is one of four countries in the U.K.<br><br>The four countries in the U.K are: England, Scotland, Wales and Northern Ireland.<br><br>The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast.<br><br>Compare the human and physical features of different UK locations from each of the four countries in the UK<br><br>Know the names of and locate the five oceans of the world.<br><br>The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean.<br><br>Know the main differences between a place in England and that of a small place in a non-European country<br><br>Know features of hot and cold places in the world | **Knowledge:**<br>Know the names of and locate at least eight counties and at least six cities in England.<br><br>The United Kingdom is divided into regions called counties (there are 48 in England).<br><br>Know the names of and locate at least eight European countries.<br><br>Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia)<br><br>Spain has land borders with three other countries: Portugal, France, and Andorra. It also borders the British overseas territory of Gibraltar.<br><br>The two main rivers are the Tagus and the Ebro. The Pyrenees are a mountain range which runs along the border of Spain and France.<br><br>Know the names of a number of European capitals. | **Knowledge:**<br>Know, name and locate the main rivers in the UK.<br><br>Know the tributaries that flow into the River Humber and where they originate from.<br><br>The River Humber originates at the confluence of the Rivers Ouse and Trent.<br><br>Can name significant rivers of the UK and the seas that some rivers flow into.<br><br>Know the names of and locate at least eight major capital cities across the world.<br><br>Know the location/countries of some of the major producers of bananas, coffee, chocolate, tea, flowers and sugar worldwide. | **Knowledge:**<br>Know the names and locations of some of the world's highest mountains and ranges.<br><br>Know where the main mountain regions are in the UK<br><br>Know key differences between living in the UK and in a country in Brazil (rainforest)<br><br>Know the names of, and locate, a number of South American countries.<br><br>Only around 6% of the Earth's land surface is rainforest-but about half of all animal and plant species live there.<br><br>Understand the locations of the World's rainforests and deserts in relation to the Equator, Tropic of Cancer and Tropic of Capricorn.<br><br>Understand the locations and towns of the Holderness Coast and recognise where towns where located that have already been lost to the sea. | **Knowledge:**<br>Know why industrial areas and ports are important<br><br>Know the location of some of the sources of UK energy, including North Sea oil and gas and renewable sources, such as the Hornsea Wind Farm.<br><br>Know the location of 5 of the largest rivers in the World, including their source and their deltas.<br><br>Understand the deltaic plain geography of Bangladesh, and surrounding countries.<br><br>80% of Bangladesh sits below sea level and faces annual floods due to climate change. |

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| Africa – Text<br>– Handa's Surprise, Anya goes to Nigeria<br><br>Food – where does this food come from in the world? Fruit e.g. **Papaya, mango, pineapple.**<br><br>Types of travel, how would you get to these countries?<br>- **boat/ plane/ bus**<br><br>Use of small world train – text – The train ride – **journey, travel, near, far, station**<br><br>***Reception***<br>**Skill:**<br>Draw information from a simple map. **globe, atlas, ariel map, environment**<br><br>**Knowledge:**<br>Name of the road that they live on.<br>Name of the road the school is on (local are map used including school community).<br><br>Use of aerial map to identify feature – the **school, field, park, playground**<br><br>Map work – Treasure Map<br><br>Map work – identify route from home to school<br><br>**Skill:**<br>Recognise some similarities and differences between life in this country and life in other countries.<br><br>**Skill:** | Know where the equator, North Pole and South Pole are on a globe<br><br>Know the name of the nearest town or city. | Knows the basic compass directions (north east south, west). | Know at least five differences between living in the UK and a Mediterranean country.<br><br>Identify the locations of some of the World's volcanoes and earthquakes. | | | |
| | **Skills:**<br>Locate and identify characteristics of the surrounding locality. | **Skills:**<br>Locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | **Skills:**<br>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. | **Skills:**<br>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. | **Skills:**<br>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.<br><br>Use maps and globes to locate the Equator, The Tropics of Cancer and Capricorn and the Greenwich Meridian. | **Skills:**<br>Identify the position and significance 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 (including day and night).<br><br>Use Google Earth to locate a county or place of interest and to follow the journey of rivers. |
| | **Knowledge:**<br>Know features of hot and cold places in the world.<br><br>Know which is the hottest and coldest season in the UK<br><br>Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants).<br><br>Know how to describe some of the physical features of their own locality. | **Knowledge:**<br>Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches.<br><br>Understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.<br><br>Understand that the North Pole is made up of ice (water)<br><br>Understand the ice is melting and the environmental issues surrounding this | **Knowledge:**<br>Understand the topographical features for Yorkshire and Cornwall (natural formations: hills and mountains, rivers, lakes, valleys and coastline)<br><br>Know what causes an earthquake<br><br>Earthquakes are caused by different types of movement in the earth's tectonic plates<br><br>**Volcanoes** are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes. | **Knowledge:**<br>Know that the type of farming depends on the climate, the quality of the soil and the topography of the area.<br><br>Understand the process and features of the water cycle.<br><br>Develop knowledge of the water cycle in the context of the water cycle in a geographical context and the processes, including condensation, evaporation, percolation, run-off and precipitation.<br><br>Know and label the main features of a river | **Knowledge:**<br>Understand how mountains are formed through four processes: unwarped, volcanic, fault-block and folded (complex).<br>Locate and identify the five types of mountains: fold, fault-block, dome, volcanic and plateau.<br><br>Understand that air thins and the temperature drops as the altitude climbs.<br><br>Understand the geology of the Holderness coastline and what processes make it susceptible to erosion. | **Knowledge:**<br>Understand the key features of rivers, and the potential issues they cause e.g flooding.<br><br>To know that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges<br><br>That middle course river features include wider, shallower valleys, meanders, and oxbow lakes.<br><br>That lower course river features include wide flat-bottomed valleys, floodplains |

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| Recognise some environments that are different to the one in which they live. **space, Neil Armstrong, America, Ohio, planets, stars, farms**<br><br>**Knowledge:**<br>Focus – India/ Africa/ China/ England<br><br>Weather in contrasting countries – recap on previously taught vocab, introduce comparative vocabulary e.g. **warmer, colder**<br><br>Location, travel and food<br><br>**Skill:**<br>Explore the natural world around them.<br><br>Natural and made by people<br><br>**Knowledge:**<br>Identify and name seasonal changes in and around the school environment – develop and recap seasonal vocabulary.<br>Pictorial representation of weather – **sun, cloud, rain, snow, daily, weekly, seasonal**<br><br>**Skill:**<br>Describe what they see, hear and feel whilst outside.<br><br>**Knowledge:**<br>Use of outdoor area and locality to observe and explore weather associated with the seasons. | | Water is also found in rivers, lakes, streams, rainfall, ice, snow (precipitation) | Know that earthquakes are most likely to happen in the Ring of Fire around the edge of the Pacific plate.<br><br>Identify the different parts of a volcano.<br><br>Gain an understanding of fault lines and plate tectonics.<br><br>Know how the temperature, landscape, population contrasts and compares across the U.K<br><br>Know the difference in landscape and temperature between the U.K and a contrasting Mediterranean country | To know how physical features are used to import/export goods (For example: rivers and seas) | Identify some of the main features of coastal erosion, including stacks and caves.<br><br>Recognise the layers of a rainforest and know what deforestation is.<br><br>Understand that climate change has occurred naturally over millions of years but is now being influenced negatively by human activities<br><br>Understand what the greenhouse effect is and which gases are involved (cross-curricular: science).<br><br>Understand the impact of climate change on the different climate zones worldwide<br><br>Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water.<br><br>The main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous. | and deltas at the estuary or river mouth.<br><br>To know that rivers erode in four ways: Abrasion - when large pieces of bed load material wear away the river banks and bed; Attrition – when the bed itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller; hydraulic action – when the force of the water erodes softer rock; Solution or Corrosion – when acidic water erodes rock. |
| | **Skills:**<br>Identify seasonal and daily weather patterns in the United Kingdom<br><br>Understand the location of hot and cold areas of the world in relation to the | **Skills:**<br>Use basic geographical vocabulary to refer to:<br>- Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, | **Skills:**<br>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. | **Skills:**<br>Describe and understand key aspects of physical geography, including: rivers, and the water cycle. | **Skills:**<br>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, coastal erosion and mountains | **Skills:**<br>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. |

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| ***ELG*** **(Assessment point for Expected level – evidence required across multiple strands)**<br><br>**Skill:**<br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br><br>**Skill:**<br>Recognise some environments that are different to the one in which they live.<br><br>**Skill:**<br>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.<br><br>**Knowledge:**<br>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.<br><br>**Knowledge:**<br>Understand some important process and changes in the natural world around them, including the seasons. | Equator and the North and South Poles. | season and weather. | | | Compare and contrast the boulder clay coastline of Holderness with the chalk coastline north of Bridlington | |
| | **Knowledge:**<br>Know the main differences between city, town and village. | **Knowledge:**<br>Understand geographical similarities and differences through studying the human | **Knowledge:**<br>Understand the main differences and similarities between some of the | **Knowledge:**<br>Close to 70% of the UK is used for farming. | **Knowledge:**<br>Understand how mountain regions are used by humans | **Knowledge:**<br>Know the features and challenges of living in a country like Bangladesh and |

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| | Human features are characteristics of a place that were made by humans, for example shops and roads | geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country<br><br>Explain some of the advantages and disadvantages of living in a city or village. | counties, cities and towns of the UK, in terms of population and industry.<br><br>Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops and compare these to a contrasting country. | Understand some of the processes involved in food production to consumption (farm to fork)<br><br>Know main human and physical differences between developed and developing countries.<br><br>To identify different types of farms (for example: arable and livestock)<br><br>Knows and can explain the difference between imports and exports<br><br>Knows and can list some goods exported from the UK<br><br>Knows and can list some goods imported to the UK<br><br>Knows and can name some countries the UK exports goods to;<br><br>Knows and can name some countries that the UK imports goods from<br><br>Understand the concept of fair trade in developing countries.<br><br>Understand the concept of imports and exports in relation to trade. | for a variety of purposes (tourism, mining, hunting)<br><br>Know the main human features of Brazilian cities (Rio de Janeiro) compared to those of rainforest settlements.<br><br>Investigate the lives of indigenous people and the threats to their existence (logging, farming, ranching and disease).<br><br>There are 12 countries in South America and almost 400 million people live there.<br><br>Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA.<br><br>South America's largest river is the Amazon, which is the second longest river in the world. The Amazon carries more water than any other river in the world. | the impact that flooding can have on human activity. Compare this with living in Hull. |
| | **Skills:**<br>Use basic geographical vocabulary to refer to:<br>- City, town, village, factory, farm, | **Skills:**<br>Use basic geographical vocabulary to refer to:<br>- City, town, village, factory, farm, | **Skills:**<br>Describe and understand key aspects of human geography, including types of settlement and land use. | **Skills:**<br>Describe and understand key aspects of human geography, including types of settlement and land use and economic activity including trade links. | **Skills:**<br>Describe and understand key aspects of human geography, including types of settlement and land use. | **Skills:**<br>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, |

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| | house, office, port, harbour and shop. | house, office, port, harbour and shop. | | | | and the distribution of natural resources including energy, food, minerals and water. |
| | **Knowledge:**<br>Know which is N, E, S and W on a compass.<br><br>Know their address, including postcode<br><br>Know and use the terminologies: left and right; below, next to.<br><br>Know and recognise main weather symbols<br><br>Know how to follow a simple road map<br><br>Name and give examples of some of the key features of their local area.<br><br>Use observational skills to sort physical and human features using aerial photographs.<br><br>Construct a map of the classroom using fieldwork observations. | **Knowledge:**<br>Know the name of the nearest town or city and locate it on a map of the UK;<br><br>Locate a number of cities on a map of the UK.<br><br>Locate some countries and continents on a World map.<br><br>Know and recognise main weather symbols | **Knowledge:**<br>Know how to plan a journey within the UK, using a road map<br><br>Research, find and organise facts about a county into an information leaflet, including headings, sub-headings, planning layout to include graphics; prioritising facts on information value<br><br>Know how to use graphs to **record** features such as population, or temperature.<br><br>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian<br><br>Know and name the eight points of a compass. | **Knowledge:**<br>Distinguish between the Northern and Southern hemisphere on both a world map and a globe<br><br>Know how to read 8 points on a compass.<br><br>Knows how to read a 4-figure grid reference to locate features on a map. | **Knowledge:**<br>Know how to use graphs and charts to **compare** features such as temperature or rainfall across the world.<br><br>Know most of the symbols used on a UK road map, including status of roads. | **Knowledge:**<br>Explain what a river is and locate the world's longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude and latitude<br><br>Know and name the eight points of a compass.<br><br>Know what most of the ordnance survey symbols stand for.<br><br>Know how to use six-figure grid references.<br><br>Know that there are two norths: true north and magnetic north. True north is direction of the geographic North Pole. Magnetic north is the direction the north end of a needle in a compass point.<br><br>The world map that is familiar to most of us is the Mercator projection, but it is full of distortions. Some countries appear larger or smaller than they actually are. |
| | **Skills:**<br>Use world maps, atlases and globes | **Skills:**<br>Use world maps, atlases and globes | **Skills:**<br>Use maps to locate European countries and capitals; | **Skills:**<br>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian | **Skills:**<br>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian; | **Skills:**<br>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of |

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| | Use simple compass directions<br><br>Use aerial photos, construct simple maps<br><br>Undertake simple fieldwork within school locality. | Use simple compass directions<br><br>Use aerial photos, construct simple maps<br><br>Undertake simple fieldwork within school locality. | Use a globe to gain a better understanding about countries' location | Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc | | Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.<br><br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |