



St Philip's Geography Knowledge & Skills Progression

| Area of Study | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Locational Knowledge | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>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</p> | <p>Begin to name and locate the world's seven continents and five oceans.</p> <p>Begin to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> | <p>Continue to name, locate and spell the world's seven continents and five oceans.</p> <p>Become more secure when naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> | <p>Children can begin to name and locate regions of the UK (North-West, South East etc) and some of their respective counties.</p> <p>Identify some of the key physical features of different regions e.g River Mersey, Thames, Pennines, Lake and Peak District.</p> <p>Children should understand that all of these features can change over time</p> | <p>Children can confidently find the North West of England and can identify Manchester and Hulme on a map.</p> <p>Children know which county and region they live in.</p> <p>Children have a knowledge of the key physical features of Manchester (e.g. Rivers Mersey, Irwell, Medlock, Irk and Tib)</p> <p>Children can find Africa on a map and recall some of the different countries including those where gorillas live.</p> <p>Children can identify Italy and some other European countries on a map.</p> <p>Children can recall some of the key physical features of Italy (e.g. River</p> | <p>Identify the position and significance of latitude and the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Children can locate major cities of the UK, including Manchester, London, Birmingham, Newcastle and Liverpool.</p> <p>Pupils can locate and name The USA, The Great Lakes and The Niagara Falls on a map</p> <p>Pupils know that places haven't always had the same name. They know some old names for places in the UK</p> | <p>Children can locate South America and the countries within.</p> <p>Children can locate the Atlantic and Pacific Ocean, Galapagos Islands and other key features of the region.</p> |



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| | | | | | Tiber, Alps) Children can identify South America on a map and the location of the Amazon river and rainforest. | | |
| Place Knowledge | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live. Explore the natural world around them.</p> | <p>Pupils can begin to say what is the same and what is different when comparing two different places</p> <p>Children can locate an area where penguins live (Southern Hemisphere - Antarctica)</p> | <p>Pupils are secure when speaking and writing about what is the same and what is different when comparing two different places.</p> <p>Children can identify where owls are located in the world.</p> | | <p>Pupils are secure when speaking and writing about difference and similarities and can begin to securely use key vocabulary from previous learning.</p> <p>Children can contrast a region in the UK with the Bay of Naples in Italy</p> <p>Children develop a topographical knowledge of mountainous regions of Africa e.g. Uganda, Rwanda, Burundi and Dem Rep of Congo and of lower wooded areas e.g. cloud forests.</p> | | <p>Children can demonstrate a knowledge of how areas of the world have changed over time</p> |



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| <p>Human and Physical Geography (National Curriculum)</p> | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> | <p>Children can describe a typical winter, spring, summer and autumn in the UK</p> <p>Children can explain the main features of a cold place and locate some of them on a map (penguins).</p> <p>Children can explain the main features of a hot place and locate them around the equator</p> <p>Children can describe their local area/school grounds e.g. city, church, home, house, hospital, land, map, office, path, route, school, shop, street, town.</p> <p>Children can describe the habitat of a penguin and its surrounding area e.g. beach, cliff, coast, forest, hill, mountain, sea,</p> | <p>Children can describe seasons and weather using basic vocabulary e.g. hot, cold, wet, dry, sunny, windy, icy, snow, fog, frost, hail.</p> <p>Children can explain how the weather changes in different seasons.</p> <p>Geographical language to describe feature or location (Manchester) e.g. airport, area, bridge, Britain, building, canal, city, church, community, home, house, hospital, land, map, office, path, route, school, shop, street, town, trade, factory.</p> | <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>Children to understand why people chose to settle near rivers.</p> <p>Describe and understand key aspects of human geography, including economic activity including trade links.</p> <p>Children can identify the global geographical regions including locational knowledge - oceans, hemispheres, North Pole and South Pole, Arctic and Antarctic.</p> <p>Children can identify how exploration and discovery lead to trade links between the UK and the</p> | <p>Link words to topic/theme e.g. volcano, fault, mantle, dormant, active etc</p> <p>Describe and understand key aspects of human geography, including economic activity including trade links</p> <p>Children can identify why people chose to live near a volcano.</p> <p>Children can link the land-use patterns to forts and castles.</p> | <p>Describe and understand the key physical and human aspects of the Great Lakes, Niagara River and Falls.</p> <p>Link words to theme e.g. river - erosion, deposition, transportation: coasts - long shore drift, headland</p> <p>Describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water.</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> | <p>Children can identify the various zones our planet is divided into e.g. climate zones, biomes, vegetation belts.</p> |
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| | | ocean, river, soil, valley, vegetation, season & weather. | | wider world. Describe and understand key aspects of physical geography, including rivers, Nile, Indus, Ganges, Euphrates, Tigris Link words to topic e.g. river, meander, flood, plain, Describe and understand key aspects of physical geography, including the water cycle. | | Describe and understand key aspects of human geography, including economic activity including trade links. Children can identify different zones in a city including residential, commercial and industrial. | |
| Geography Skills and Fieldwork (National Curriculum) | Draw information from a simple map Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Communicate in different ways e.g. pictures/ pictograms/ simple maps/sketches/label led diagrams Explore maps of the local area Observe and record e.g. identify buildings on a street - memory maps Begin to ask | Begin to communicate data in different ways e.g. pictograms Devise simple maps with keys, sketches and labelled diagrams Make observations of their local area, recording data using tally charts and pictograms | To describe route and direction -8 compass points e.g. N, S, E, W, NW, NE, SW, SE Ask geographical questions: where is this location? What do you think about it? Analyse evidence and draw conclusions e.g. make comparisons | Ask questions -what is this landscape like? What will it be like in the future? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/ pictures/maps Identify and explain different views of people including themselves | To describe route and direction, location linking 8 points of compass to degrees on compass Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing? Was it always called the same | Ask questions: what is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed? Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons |



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| | | <p>geographical questions e.g. what is it like to live in this place? (All linked to local area of Hulme)</p> <p>Express own views about a place, people, environment</p> <p>Recognise how places have become the way they are e.g. shops (patterns and processes)</p> | <p>Children use 4 points of the compass (North, South, East, West)</p> <p>Children can use compass points and other turn based language to plot simple routes through maps.</p> | <p>between locations using photos/pictures, temperatures in different locations, population</p> <p>Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate</p> <p>hold geographical issues through drama role play e.g. pollution in oceans</p> <p>Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)</p> <p>Communicate in ways appropriate to task and audience</p> | <p>Collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns</p> <p>Communicate in ways appropriate to task and audience</p> <p>Draw an accurate map - develop more complex key use contents/index to locate position of location including page/coordinates</p> | <p>thing?</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations - influence on people/ everyday life</p> <p>Identify and explain different views of people including themselves</p> <p>Design and use questionnaires to obtain views of community on subject</p> <p>Collect and record evidence</p> <p>Communicate in ways appropriate to task and audience e.g. persuasive writing - show information</p> | <p>behind it</p> <p>Identify and explain different views of people including themselves give increased detail of views, justification - detailed reasons influencing views</p> <p>Collect and record evidence</p> <p>Communicate in ways appropriate to task and audience</p> <p>Field sketches should show understanding of pattern/ movement/ change</p> <p>Locate information/ place with speed and accuracy</p> <p>Use key to make deductions about landscape/ industry/ features etc.</p> |
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| | | | | <p>creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper</p> <p>Use more detailed field sketches and diagrams</p> <p>Draw maps more accurately:</p> <ul style="list-style-type: none">• Plan view (from above)• Use key accurately <p>Use contents/index to locate page quickly and accurately (ICT)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Children can link the above skills to answer the question, Where do seals live?</p> | | <p>on map overlays in showing levels of information e.g. old/ new</p> <p>Field sketches should show understanding of pattern/ movement/ change</p> <p>Draw in scale - accuracy of scale</p> <p>Locate information/ place with speed and accuracy</p> | |
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| | | | | And to identify UK geographical regions (North West, Midlands etc) Coastal regions | | | |
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