



Semley Geography: Progression of knowledge and skills EYFS to Year 6

Semley Geography: Progression of knowledge and skills at EYFS (from Development Matters 2021)

Children in reception will be learning to:	Examples of how to support this:
Draw information from a simple map	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>
Understand that some places are special to members of their community	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p> <p>Take children to places of worship and places of local importance to the community.</p>
Recognise some similarities and differences between life in this country and life in other countries.	<p>Teach children about places in the world that contrast with locations they know well. <i>Ghana mini topic</i></p> <p>Use relevant, specific vocabulary to describe contrasting locations.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</p> <p>Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p>
Recognise some environments that are different from the one in which they live.	<p>Teach children about a range of contrasting environments within both their local and national region.</p> <p>Model the vocabulary needed to name specific features of the world, both natural and made by people.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

Semley Geography: Progression of knowledge and skills at KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		
KS1 National Curriculum Objectives	Year 1	Year 2
<p>Locational knowledge</p> <p><i>name and locate the world's seven continents and five oceans</i></p> <p><i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p>Place knowledge</p> <p><i>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 no-European country.</i></p>	<p>Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.</p> <p>Know about the local area and name key landmarks, e.g. the nearest local green space eg - from a vocabulary list of features of the local area, identify which are human or physical. Describe these features.</p> <p>Recognise and name some continents and oceans on a globe or atlas eg - use the name of a continent when describing the location of the habitat of a significant animal.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</p> <p>Talk about the local area, and name and locate key landmarks eg - create a vocabulary list of the human and physical features of the local area. Describe these features and locate them on a map using images or drawings.</p> <p>Name and locate the seven continents and five oceans on a globe or atlas eg - use some specific place knowledge of continents to describe the location of the habitat of a significant animal.</p>
<p>Human and physical geography</p> <p><i>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><i>use basic geographical vocabulary to refer to:</i></p> <p><i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	<p>Talk about the day-to-day weather and some of the features of the seasons in their locality.</p> <p>With support, keep a weekly weather chart based on first-hand observations using picture symbols.</p> <p>Understand that the weather may vary in different parts of the UK and in different parts of the world. Make simple comparisons between different locations</p> <p>Talk about a natural environment, naming its features using some key vocabulary.</p> <p>Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary</p> <p>Make observations about, and describe, the local area and the nearest local green space</p> <p>Describe an aspect of the physical and human geography of a distant place. The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Keep a weekly weather chart based on firsthand observations using picture symbols, and present this data</p> <p>Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p> <p>Recognise a natural environment and describe it using key vocabulary</p> <p>Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary</p> <p>Make observations about, and describe, the local area and its physical and human geography</p> <p>Describe the physical and human geography of a distant place. The child can describe their locality and how it is different and similar to the distant place</p>
<p>Geographical skills and fieldwork</p> <p><i>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i></p> <p><i>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</i></p> <p><i>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</i></p> <p><i>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.</i></p>	<p>Use a world map, atlas or globe to recognise and name some continents and oceans.</p> <p>Use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom.</p> <p>Locate places on a map of the local area using locational and directional language</p> <p>Use aerial photos to identify features of a locality.</p> <p>Draw a simple map</p> <p>Locate some features of the school grounds on a base map</p>	<p>Use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>Use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Describe a journey on a map of the local area using simple compass directions and locational and directional language</p> <p>Use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks.</p> <p>Locate features of the school grounds on a base map.</p>

Semley Geography: Progression of knowledge and skills at LKS2

Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
KS2 National Curriculum Objectives	Year 3	Year 4
<p>Locational knowledge - <i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p> <p><i>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</i></p> <p><i>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)</i></p> <p>Place Knowledge - <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region with North or South America</i></p>	<p>Describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.</p> <p>Relate continent, country, county, city/where you live.</p> <p>Locate the UK's major urban areas; locate some physical environments in the UK eg - use a copy of a map of the British Isles and locate and label the main British rivers.)</p> <p>Locate countries in Europe and North and South America on a map or atlas. Describe some European and North and South American cities using an atlas.</p> <p>Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p>	<p>Describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</p> <p>Locate and describe some human and physical characteristics of the UK eg - use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.</p> <p>Locate some countries in Europe and North and South America on a map or atlas. Relate continent, country, state, city.</p> <p>Identify states in North America using a map.</p> <p>Locate some countries in Europe and North and South America on a map or atlas.</p> <p>Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.</p>
<p>Human and physical geography</p> <p><i>Describe and understand key aspects of:</i></p> <p><i>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p>	<p>Describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles</p> <p>Recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.</p> <p>Describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains</p> <p>Identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>Recognise features and some activities that occur in different settlements using a range of key vocabulary.</p> <p>Recognise the main land uses within urban areas and the key characteristics of rural areas</p> <p>Understand the basic physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Recognise that there are physical and human differences within countries and continents.</p> <p>Show awareness of the physical and human characteristics of a European region and a region in North or South America.</p> <p>Describe how some physical processes can cause hazards to people.</p> <p>Recognise that there are advantages and disadvantages of living in certain environments.</p>	<p>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Identify and sequence a range of settlement sizes from a village to a city.</p> <p>Describe the characteristics of settlements with different functions eg - coastal towns.</p> <p>Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p> <p>Understand the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Explain why some regions are different from others.</p>
<p>Geographical skills and fieldwork</p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p> <p><i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p>	<p>Use a map to identify countries in Europe and/or North and South America.</p> <p>Use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. The child can use an atlas to locate where they live in the UK and the UK's major urban areas.</p> <p>Use a simple letter and number grid.</p> <p>Give direction instructions up to four compass points.</p> <p>Use large-scale maps outside</p> <p>Make a simple sketch map.</p> <p>Present information gathered in fieldwork using a simple graph.</p> <p>Use digital maps to identify familiar places.</p> <p>Carry out fieldwork in the local area (in a group) using appropriate techniques suggested eg - participate with a group to create a river in the playground using natural materials. Observe and record what happens to the water over different materials.</p> <p>Take photographs and label with key river features.</p>	<p>Use a map or atlas to locate some countries and cities in Europe or North and South America. Use a map to locate some states of the USA. Use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</p> <p>Use four-figure grid references.</p> <p>Give direction instructions up to eight compass points.</p> <p>Adeptly use large-scale maps outside.</p> <p>Make a map of a short route with features in the correct order and in the correct places.</p> <p>Make a simple scale plan of a room.</p> <p>Present information gathered in fieldwork using simple graphs.</p> <p>Use the zoom function of a digital map to locate places.</p> <p>In a group carry out fieldwork in the local area selecting appropriate techniques.</p>

Semley Geography: Progression of knowledge and skills at UKS2

Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
KS2 National Curriculum Objectives	Year 5	Year 6
<p>Locational knowledge - <i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 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)</i></p> <p>Place Knowledge - <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region with North or South America</i></p>	<p>Locate and describe some physical environments in the UK eg - coastal environments, the UK's significant rivers and mountains.</p> <p>Locate the UK's regions and major cities. Locate some major cities and countries of Europe and North and South America on physical and political maps.</p> <p>Describe some key physical and human characteristics of Europe and North and South America.</p> <p>Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p>	<p>Locate and describe several physical environments in the UK eg - coastal and mountain environments and how they change.</p> <p>Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>Recognise broad land-use patterns of the UK.</p> <p>Locate cities, countries and regions of Europe and North and South America on physical and political maps.</p> <p>Describe key physical and human characteristics and environmental regions of Europe and North and South America.</p> <p>Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p>
<p>Human and physical geography</p> <p><i>Describe and understand key aspects of:</i></p> <p><i>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p>	<p>Understand that climate and vegetation are connected in an example of a biome eg - the tropical rainforest.</p> <p>Understand that animals and plants are adapted to the climate.</p> <p>Understand our food is grown in many different countries because of their climate.</p> <p>Describe some key physical processes and the resulting landscape features eg - understand the characteristics of a mountain region and how it was formed</p> <p>Know and understand what life is like in cities and in villages.</p> <p>Know the journey of how one product gets into their home in detail.</p> <p>Describe some renewable and non-renewable energy sources.</p> <p>Describe different types of industry currently in the local area.</p> <p>Know where some of our main natural resources come from.</p> <p>Understand how a region has changed. Know and share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique.</p> <p>Explain some ways a biome (including the oceans) is valuable and under threat from human activity. Understand how human activity is influenced by climate and weather.</p> <p>Understand hazards from physical environments such as avalanches in mountain regions.</p> <p>Identify an important environmental issue.</p>	<p>Understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.</p> <p>Describe what the climate of a region is like and how plants and animals are adapted to it. Understand how food production is influenced by climate.</p> <p>Describe and understand a range of key physical processes and the resulting landscape features. Understand how a mountain region was formed.</p> <p>Know and understand what life is like in cities and in villages and in a range of settlement sizes. Understand that products we use are imported as well as locally produced.</p> <p>Explain how the types of industry in the area have changed over time.</p> <p>Understand where our energy and natural resources come from.</p> <p>Understand how a region has changed and how it is different from another region of the UK. Know about a region of Europe and North or South America, its physical environment and climate, and economic activity.</p> <p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Understand hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>Explain several threats to wildlife/habitats</p>
<p>Geographical skills and fieldwork</p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p> <p><i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p>	<p>Use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America.</p> <p>Use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. Use four-figure grid references. The child can use OS map symbols and atlas symbols.</p> <p>Use maps at different scales.</p> <p>Recognise that contours show height.</p> <p>Make a sketch map with symbols.</p> <p>Use digital maps to identify human and physical features.</p> <p>Present information gathered in fieldwork using simple graphs.</p> <p>Carry out fieldwork in an urban area and/or a rural area using appropriate techniques.</p>	<p>Use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</p> <p>Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>Use thematic maps for specific purposes Use four-figure, and find six figure, grid references.</p> <p>Describe height and slope from a map.</p> <p>Read and compare map scales.</p> <p>Make sketch maps of areas using symbols, a key and a scale.</p> <p>Use digital maps to investigate features of an area.</p> <p>Present information gathered in fieldwork using a range of graphs.</p> <p>Plan and carry out a fieldwork investigation in an urban / rural area.</p>