



**ST CHARLES' CATHOLIC PRIMARY
SCHOOL**



**GEOGRAPHY PROGRESSION OF SKILLS,
KNOWLEDGE AND VOCABULARY**

	Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LOCATIONAL KNOWLEDGE	Children will go on several walks around the local area this will make them familiar with the local area. Children will learn about journeys and will look closer at what journeys they can take and where they could go.	Children will locate where the school is, they will learn that they live in Liverpool. Children will go on trips around the local area and they will be able to visualise where different things are such as the park the library etc..	Children will locate some major cities, oceans and continents on a UK and world map. Children can use a world map, atlas or globe to name and locate the seven continents and five oceans. Children can name most of the nations and capitals of the UK. They can also understand that they live in the UK and it is an island, can identify the UK and its surrounding seas	Children will identify and name the relevant continents. Name the capitals of the UK. Children can use an atlas to name and locate on a map the four countries and capital cities of the UK. Children can name the capitals of the UK. The can also use an atlas to name and locate on a map the four countries and capital cities of the UK.	Children can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made. Children can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. They can identify on a globe or map the position of the Prime/Greenwich Meridian. Children can describe the significance of latitude and longitude.	Children can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). They can also relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Children will be able to use a map to locate some states of the USA (e.g. California). Children can use a map or atlas to locate some	Children can describe key physical and human characteristics and environmental regions of Europe. Children can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).	Children can locate cities, countries and regions of South America on physical and political maps. Children can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). They can identify and locate a national or international environmental issue and explain why it is an issue. Children will be able to name and locate types of industry in the area and give reasons why they have changed over time. Can describe and give reasons for local land use and suggest how this might change in the future.

						countries and cities in Europe or North and South America.		
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PLACE KNOWLEDGE	Children will look at different topics and different high quality texts, within these text they will look at where different people live. For example when looking at Diwali children will look at where in the world this is celebrated.	Children will be able to say where they live. They will look at a variety of texts and within these topics they will look at different countries around the world and different cultures.	Children can describe in some detail the local area and distant locations' features using images to support answers. Children can compare the local area to distant locations. Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter.	Children can demonstrate locational awareness, name their local area, and that they live in the UK. Know that weather can be different in different parts of the UK. Children can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.	Children can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).	Children can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city. Children will be able to describe the characteristics of settlements with different functions. They can describe and compare the physical and human characteristics of some regions in North or South America. Offer explanations for the similarities and differences between some regions in North or South America. Children can describe how the human and physical characteristics are connected for one or two regions in	Children can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can describe how a (local) region has changed and how it is different from another region of the UK. Can give information about a region of Europe and its physical environment, climate and economic activity. Know that human activity is influenced by climate and weather and can give examples. Can describe hazards from physical environments and their management, such as avalanches	Children can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. Can illustrate how human activity is influenced by climate and weather. Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).

						North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).	in mountain regions.	
	Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HUMAN GEOGRAPHY	Children will say what the weather is like each day. They will read high quality texts about different places both hot and cold. They will be able to tell you what clothing they will need and how they can equip themselves for different	Children will say what the weather is each day as a class. They will gradually become more confident in describing the weather. Children will be able to say if it is hot or cold. When looking at high quality texts children will learn about cold places and hot places.	Children can show limited awareness of weather differences. Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles.	Children will know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Know that weather can be different in different parts of the UK.	Children can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. They can describe how physical processes can cause hazards to people. Children will be able to describe some advantages and disadvantages of living in hazard-	Children can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. They can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Children can also describe the water	Children can describe and understand a range of key physical processes and the resulting landscape features. They can describe how a mountain region was formed. Children can explain some ways biomes (including the oceans) are valuable, why they are under threat	Children will be able to begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Children can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). They will also be able to compare the Amazon and

	weather conditions.				<p>prone areas (e.g. understand the dangers of floods, drought and climate change). They can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Children can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding).</p>	<p>cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. They can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. Children will be able to describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). They can use simple geographical vocabulary to describe significant physical features and talk about how they change. Children can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).</p>	<p>and how they can be protected. They will be able to describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Children can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). They can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps)</p>	<p>Alpine regions, identifying similarities and differences. They can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p>
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PHYSICAL GEOGRAPHY	Children will be able to say what the weather is. They may also be able to say it is icy, it may snow etc....	Children will look into the different seasons when describing the weather each day, they will be able to explain some weather patterns such as it is cold it might rain etc....	Children can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area. Identify seasonal weather patterns.	Children will start to give reasons why the UK has the weather it does (e.g. wind).	Children can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Children can also describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.	Children can describe the characteristics of (North American) settlements with different functions. Children can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).	Children can describe key physical and human characteristics and environmental regions of Europe. Children will be able to describe how food production is influenced by climate. Know that products we use are imported as well as locally produced. Children can name our energy sources and natural resources.	Children can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Children can identify and justify deforestation as an environmental issue. Children will be able to describe where our energy and natural resources come from. They can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).
	Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS AND FIELDWORK			Children can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries	Children can locate the UK and name the countries of the UK. Children can use an atlas to name and locate on a map the four countries and capital cities of the UK.	Children can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles,	Children can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Children can use a map to locate some states of the	Children can locate and describe several physical environments in the UK. They can locate the UK's major urban areas. They will be able to use maps to locate the Alps and	Children will be able to locate Brazil and the Amazon Basin and River and describe features studied. Children will be able to use a range of resources to locate national and global

			<p>and capital cities of the UK.</p> <p>Children can use a wall map or atlas to locate and identify countries taught in the unit.</p>	<p>Children can use atlas, map or globe to locate some wonders (of the world).</p>	<p>equator and tropics)</p> <p>Children will be able to talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them. They can use most of the vocabulary introduced in the unit when talking about their map. Children can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p>	<p>USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). They can relate continent, country, state and city. Children can also identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). They can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map). Children can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges,</p>	<p>identify the physical features of the region. Children can use base maps to create their own maps of the Alpine region. Children can use maps to locate places and countries that locally available products come from. Children can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions).</p>	<p>environmental issues. Children can use digital maps to investigate and describe features of an area. Children can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols). They will be able to describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues. Children can make sketch maps of the local area using symbols, a key and a scale.</p>
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						locations of earthquakes and volcanoes).		
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VOCABULARY			<p>Children will know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Can describe the physical and human geography of a distant place. Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.</p>	<p>Children can identify multiple weather types. Children can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather). Write sentences about different weather types using good vocabulary. Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Children can give reasons for choices. Correctly use most of the key</p>				

				vocabulary given in the unit.				
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