



Pirbright Village Primary School

Progression of Knowledge & Skills in Geography

Subject Intent	We provide an engaging Geography curriculum that channels and develops our children's innate curiosity about other countries, other cultures and the natural environment.	
National Curriculum KS1		National Curriculum KS2
<ul style="list-style-type: none"> 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. <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> ♣ 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> ♣ 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 ♣ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ♣ 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ 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 		<ul style="list-style-type: none"> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom 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. <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ♣ 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) <p>Place knowledge</p> <ul style="list-style-type: none"> ♣ 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 <p>Human and physical geography</p>

<ul style="list-style-type: none"> ♣ 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 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 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. 	<ul style="list-style-type: none"> ♣ describe and understand key aspects of: <ul style="list-style-type: none"> ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ 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 ♣ 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.
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Progression of Skills

EYFS	<ul style="list-style-type: none"> • I can identify, describe, and compare the characteristics of different places, specifically focusing on whether they are hot or cold environments. • I can use positional language such as on, next to, in, under, near, far away, up, high, down, low, above, and below to describe where things are. • I can use directional language, including forwards, backwards, left, and right, to describe movement and location. • I can follow a simple route or journey and show my understanding by following or creating my own basic map.
Year 1	<ul style="list-style-type: none"> • I can ask simple geographical questions to help me understand the world around me. • I know that a map represents a specific location and can use maps, globes, and atlases to identify the United Kingdom and its four countries. • I can identify and describe the characteristics of different places, such as a town and the countryside. • I can compare what different places are like by looking at their human and physical features.
Year 2	<ul style="list-style-type: none"> • I can ask simple geographical questions and use secondary sources of information, such as photographs and information texts, to find answers. • I can use atlases to identify, locate, and describe the position of the world's seven continents and five oceans. • I can understand and use the four points of a compass (North, South, East, and West) to describe the location of features and routes. • I can draw basic sketch maps and plans of places or routes, incorporating simple symbols and a key to identify landmarks.

	<ul style="list-style-type: none"> • I can identify, describe, and compare the physical and human characteristics of different places, such as their weather, jobs, and infrastructure. • I can use simple fieldwork and observational skills, including aerial photographs, to study the local environment, identifying and recording its specific human and physical features.
Year 3	<ul style="list-style-type: none"> • I can ask geographical questions using topic-specific vocabulary and examine secondary sources—such as satellite images, photos, and texts—to draw logical conclusions. • I can use maps, globes, and compass directions to identify, locate, and describe the position of European countries, their capital cities, and major physical features like rivers and mountains. • I can extract geographical information to create and interpret climate graphs that show temperature and rainfall patterns. • I can identify and compare the weather, jobs, and infrastructure of different places, reflecting on how my life compares to that of a child in a contrasting location. • I can explain how physical processes like volcanoes and mountains are formed and discuss the potential impact of natural hazards, such as earthquakes and avalanches, on human settlements. • I can evaluate the positive and negative effects of human activity on the environment, specifically focusing on the impacts of tourism.
Year 4	<ul style="list-style-type: none"> • I can ask geographical questions using some topic specific vocabulary. • Identify and describe the location of European countries and their capital cities using maps, globes and compass directions. • Accurately plot the main geographical features of Europe (e.g. rivers and mountains) onto a map. • I can extract information from secondary sources such as information texts, satellite images, and photographs. • Use a range of methods, including sketch maps, plans and graphs, and digital technologies" to present findings. • Examine and draw conclusions from secondary sources of evidence. • Evaluate the positive and negative impacts of tourism on the environment. • I can identify, describe and compare what places are like (e.g. in terms of weather, jobs, infrastructure etc). • Compare my life to that of a child living in a contrasting location. • I can recognise and explain some physical and human processes such as how mountains and volcanoes are formed. • Discuss the potential impact of physical processes (such as avalanches and earthquakes) on people and human settlements.
Year 5	<ul style="list-style-type: none"> • I can ask geographical questions using topic-specific vocabulary and use field instruments to collect, record, and analyze evidence to draw reasoned conclusions. • I can use globes, atlases, and digital mapping at various scales to locate countries and describe their physical and human geographical features. • I can interpret OS maps using the eight points of a compass, contour lines, and six-figure grid references, identifying features through symbols and keys. • I can draw reasonably accurate maps, plans, and routes, ensuring I consider scale, orientation, and the use of appropriate symbols for the audience. • I can recognize and explain how physical and human processes shape the world, describing how places have changed over time and how they might change in the future.

	<ul style="list-style-type: none"> I can identify how human activity can improve or damage the environment and communicate these impacts in a way that is appropriate for the task and audience.
Year 6	<ul style="list-style-type: none"> I can ask complex geographical questions and use a range of field instruments and sketch maps to collect, record, and analyze evidence to reach valid conclusions. I can select and evaluate the most appropriate secondary sources, including satellite imagery and digital mapping, to describe the position and features of countries at various scales. I can accurately interpret and draw maps using Ordnance Survey symbols, six-figure grid references, and contour lines to show relief and navigation routes. I can explain the physical and human processes that define a place (such as infrastructure and climate), suggesting why they exist and how they may evolve. I can identify how human activity improves or damages the environment, explaining the long-term consequences of these actions on a local and global scale. I can identify and explain the differing views people hold on topical geographical issues, communicating my findings effectively for a specific task or audience.

EYFS

Autumn	Spring	Summer
<ul style="list-style-type: none"> To know how to identify and describe key physical and human features of the school grounds. To know how to follow a simple map to navigate an immediate, familiar environment. To know how to use directional language to programme a BeeBot to move forwards and backwards. To know how to recognize similarities and differences between their own environment and contrasting ones. To know how to use simple spatial vocabulary to describe the position of objects and places. To know how to interpret basic symbols and representations of the world around them. 	<ul style="list-style-type: none"> To know that the globe represents the Earth as a planet and identifies the location of the United Kingdom. To know how to use maps and globes to distinguish between land and sea. To know the location of the world's hot and cold places, including the Arctic and Antarctic. To know how to compare the similarities and differences between life in the UK and other countries. To know that the world is made up of many different countries. To know how to use geographical vocabulary to describe and recreate features of contrasting environments. 	<ul style="list-style-type: none"> To know how to create simple maps and use symbols to represent physical and human features. To know how to describe the diverse environments and habitats where different animals live. To know the similarities and differences between the UK and contrasting hot and cold places. To know how to use geographical language to talk about and recreate different environments. To know how to identify key features of their immediate environment and the wider world. To know how to recognize that some environments are different from the one in which they live.
<ul style="list-style-type: none"> To know how to recognise and name diverse settings in stories, such as forests, beaches, and towns. To know how to describe the features of familiar places they have visited. To know the similarities and differences between life in the UK and life in other countries. 		

- To know how to identify key physical and human features of contrasting environments.
- To know how to use basic geographical vocabulary to talk about their immediate and wider world.
- To know that some places are different from where they live, including hot and cold locations.

Year 1

Autumn	Spring	Summer
Earth, Wind & Fire	Far, Far Away	Nurturing Nature
<ul style="list-style-type: none"> • To know how a map represents a specific location and how to interpret basic symbols in a key. • To know how to identify seasonal and daily weather patterns within the United Kingdom. • To know the location of London in relation to the local area of Pirbright. • To know how the human and physical geography of London has changed over time. • To know and use basic geographical vocabulary to describe key local and national features. 	<ul style="list-style-type: none"> • To know the names and locations of the four countries and capital cities of the United Kingdom. • To know the names of the seas surrounding the United Kingdom. • To know how to use world maps, atlases, and globes to identify countries, continents, and oceans. • To know the location of the Equator and the North and South Poles. • To know and compare the climate and weather patterns of the Equator, the Poles, and the Arctic. • To know how to use the four cardinal compass directions (North, South, East, and West). 	

Year 2

Autumn	Spring	Summer
Passports to the World	Living, Dead and Never Been Alive	Victorians
<ul style="list-style-type: none"> • To know the names and locations of the world's seven continents and five oceans using an atlas. • To know how to describe our place in the world, from our home and town to the country and continent. • To know how to use the four cardinal compass points to describe the location of the four UK countries. • To know the human and physical features of the UK, including how England is divided into counties and towns. 		<ul style="list-style-type: none"> • To know how to identify and name human and physical features of the coast. • To know how to recognize human and physical features during local fieldwork and walks. • To know how to distinguish between different types of maps and understand their purpose. • To know how to identify and use a small number of standard map symbols. • To know how to devise a simple map of a local area including a basic key.

<ul style="list-style-type: none"> To know the landmarks, human, and physical features of contrasting non-European countries, including India, Kenya, and Brazil. To know how to identify seasonal and daily weather patterns in the UK, comparing them to hot and cold regions like Australia, and define human features such as factories, farms, houses, offices, ports, harbours, and shops. 		<ul style="list-style-type: none"> To know and use basic geographical vocabulary to describe key physical and human features. 		
Year 3				
Autumn	Spring	Summer		
Clubs and Cavemen	Exhilarating Egyptians	Engaging Environments		
<ul style="list-style-type: none"> To know how to identify and locate counties and cities of the United Kingdom on a map. 	<ul style="list-style-type: none"> To know the names and locations of the world's continents and their key capital cities. To know the location of Egypt and its key physical and human geographical features. To know how to locate the River Nile on a map and identify its course. To know the human uses of the River Nile and its impact on farming and irrigation. To know how the River Nile affects the environment, including its impact on soil quality. 	<ul style="list-style-type: none"> To know the location of the Equator and the North and South Poles. To know how to use the eight points of a compass to describe locations. To know how to interpret Ordnance Survey maps and use digital mapping to study the school grounds. To know how to use the terms biodiversity, biome, climate zone, and vegetation belt. To know how to identify and apply human and physical features to a specific area of land. To know the human impact on the environment and use fieldwork to record biodiversity in a specific quadrant. 		
Year 4				
Autumn	Spring		Summer	
Cracking Contraptions	Extreme Earth	Are All Animals The Same?	Myths and Legends	Should We Thank The Romans For Invading Britain?
<ul style="list-style-type: none"> To know the location of UK cities, rivers, and mountains, and how mountain ranges appear on world maps. 		<ul style="list-style-type: none"> To know the location of Ancient Greece and its position within the modern map of Europe. 		<ul style="list-style-type: none"> To know the location of European countries and capitals, using the term 'bordered' and horizontal labelling.

<ul style="list-style-type: none"> • To know how mountains, volcanoes, and glaciers are formed, including the role of tectonic plates and the Earth's profile. • To know the classification of mountains and volcanoes, and the specific physical and human features of Mount Everest. • To know the internal structure of a volcano and the location of active volcanoes along major fault lines. • To know the causes and effects of natural hazards, including earthquakes, tsunamis, and avalanches. • To know how earthquakes are measured and recorded using the Richter scale and seismographs. 	<ul style="list-style-type: none"> • To know the names and locations of countries surrounding Greece and within the wider European continent. 	<ul style="list-style-type: none"> • To know how to use the eight points of a compass to locate European mountains and rivers. • To know the physical features of the Alps and how climate differs from daily weather. • To know how mountainous environments affect land use and the types of jobs people do. • To know the location of Rome, Pompeii, and Italy's physical features, including Vesuvius. • To know the physical processes of volcanoes and earthquakes, including the terms active, dormant, and extinct.
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Year 5

Autumn		Spring		Summer
To Infinity and Beyond	In Your Imagination	Journey Around the World	Diversity Of Life	Raiders & Invaders
<ul style="list-style-type: none"> • To know the location of the world's continents, oceans, climate zones, and the UK's global position. • To know how to use latitude, longitude, eight-point compass directions, and the dimensions of the UK. • To know the differences between the British Isles, Great Britain, and the UK, including key counties and cities. • To know how to use OS map symbols, six-figure grid references, scale, and contour lines for height. • To know how physical geography, rainfall, and climate influence population distribution and settlement patterns. • To know how natural resources, trade, and energy affect economic activity and the development of settlements. 		<ul style="list-style-type: none"> • To know the location of continents, oceans, and climate zones, including the Tropics and Japan. • To know how to use latitude, longitude, (including the Greenwich Meridian and time zones) and eight-point compass directions for global locations. • To know the differences between the British Isles, Great Britain, and the UK, including major cities. • To know how to use OS map symbols, six-figure grid references, scale, and contour lines. • To know how physical geography and natural resources influence settlement, trade, and economic activity. • differences between Woking and Japan. 		<ul style="list-style-type: none"> • To know the origins of UK invaders and identify their landing sites on a map. • To know the geographical reasons behind invader journeys and why specific landing sites were chosen. • To know why Anglo-Saxons settled near rivers and coasts or repurposed previously cleared Roman and British sites.

Year 6		
Autumn	Spring	Summer
To Be A Child In WWII	Marvellous Me!	Visit To Central & South America
<ul style="list-style-type: none"> • To know how to use an atlas to locate countries and major conflict zones involved in WWII. • To know the location of the five D-Day landing beaches and the UK cities most affected by the Blitz. • To know how Allied forces advanced from different directions towards Germany and Berlin. • To know the importance of trade links and supply routes for a country's economic and strategic success. 		<ul style="list-style-type: none"> • To know the stages of the water cycle and the physical features of river systems and coastlines. • To know the location of major UK rivers and how they shape the landscape through erosion, transportation, and deposition. • To know how human activity can both improve and damage coastal environments. • To know the location of key physical features in South America, including the Andes, the Amazon Rainforest, and the Atacama Desert. • To know the human geography of Brazil, including major cities, state boundaries, and significant landmarks. • To know how life in Manaus compares and contrasts with life in the UK, focusing on human and physical characteristics.