



Knowledge and Skills Progression: Geography

Year group	Locational Knowledge	Place knowledge	Human & Physical	Geographical skills & fieldwork
Nursery (F1)	<ul style="list-style-type: none"> Starting Nursery and beginning to find our way around school. 	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> With support, begin to understand the simple features of a simple atlas or globe.
Reception (F2)	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps. Starting school and finding our way around. Recognise some of the buildings within the local community and their purpose. 	<ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in our countries, drawing on knowledge from stories and non fiction texts. 	<ul style="list-style-type: none"> Identify the features of the four seasons. Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons. 	<ul style="list-style-type: none"> Create and use simple maps during play. Begin to use directional language to describe events such as a journey to school.

Year 1	<ul style="list-style-type: none"> • Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas. 	<ul style="list-style-type: none"> • Can describe in some detail the local area and its key features using images to support answers. • Know that people do jobs and that where they live (e.g. coastline) might affect this. 	<ul style="list-style-type: none"> • To understand the difference between human and physical geographical features. • To recognise human and physical features of the Wirral. • 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. • Can describe and ask questions about seasonal and daily weather patterns and describe which continents have significant hot or cold areas and relate these to the poles and equator. Identify seasonal weather patterns. 	<ul style="list-style-type: none"> • Know about the local area and can name and locate key landmarks (e.g human and physical features and describe these features and locate them on a map using images or drawings). • Can use appropriate language when talking about maps and locations. • Can use and understand basic weather symbols. • Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. describe the route taken on a large-scale map using compass directions and locational language)
Year 2	<ul style="list-style-type: none"> • Can locate some major cities, oceans and continents on a UK and world map. • Can identify and name the relevant continents. • Can name the nations and capitals of the UK. • Can use an atlas to name and locate on a map the four countries and capital cities of the UK. • Can name and locate the four bodies of water that surround the UK. 	<ul style="list-style-type: none"> • Can demonstrate locational awareness, name their local area, and that they live in the UK. 	<ul style="list-style-type: none"> • To be able to talk confidently about prominent human and physical features of geography. • Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> • Can locate the UK and name the countries of the UK. • Can use an atlas to name and locate on a map the four countries and capital cities of the UK. • Can use a range of good quality key vocabulary, including directional language, to describe their local environment . • Correctly use most of the key vocabulary given in the unit.
2024/25 Cycle	<ul style="list-style-type: none"> • Can locate some major cities, oceans and continents on a UK and world map. • Can use a world map, atlas or globe to name and locate the seven continents and five oceans. 	<ul style="list-style-type: none"> • Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Can use a world map, atlas or globe to recognise and name some continents and oceans. • Can use a wall map or atlas to locate and identify countries taught in the unit. • Can use appropriate language when talking about maps and locations.

<p style="text-align: center;">Year 3</p>	<ul style="list-style-type: none"> • Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. • Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary • Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc. 	<ul style="list-style-type: none"> • Can describe the location of significant geographical features throughout the world. 	<ul style="list-style-type: none"> • Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. • Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. • Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. • Can describe a volcano, volcanic eruption and an earthquake. 	<ul style="list-style-type: none"> • Can use longitude and latitude to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes). • To understand how maps can be interpreted to describe the physical landscape of an area. • To carry out a fieldwork study of the River Mersey to answer geographical enquiry questions.
<p style="text-align: center;">Year 4</p>	<ul style="list-style-type: none"> • Can locate and describe some human and physical characteristics of the UK. • Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK. • Can locate some countries in Europe, on a map or atlas. • Can describe key physical and human characteristics and environmental regions of Europe. • 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). 	<ul style="list-style-type: none"> • Can give information about a region of Europe and its physical environment, climate, economic activity and how plants and animals are adapted to it (the Alps). • Know that products we use are imported as well as locally produced. • Can describe how a mountain region was formed. 	<ul style="list-style-type: none"> • Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). • Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. • Can 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. • Can describe key human and physical features of a range of European countries. 	<ul style="list-style-type: none"> • Can locate and describe several physical environments in the UK. • Can locate the UK's major urban areas. • Can use maps to locate the Alps and identify the physical features of the region. • Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions). •

Year 5/6

- 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.
- 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.
- Can identify on a globe or map the position of the Prime/Greenwich Meridian.
- Can describe the significance of latitude and longitude and describe how the climate varies.
- Can talk about time zones and day and night.
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- Can locate the UK's major urban areas, knowing some of their distinct characteristics & how some of these have changed.
- Know that human activity is influenced by climate and weather.
- Can describe hazards from physical environments and their management, such as avalanches in mountain regions.
- Can explain some ways biomes (including oceans) are valuable, why they are under threat and how they can be protected.
- Can describe how food production is influenced by climate.
- Can name our energy sources and natural resources.

- Can describe and understand a range of key physical processes and the resulting landscape features.
- Can describe how a mountain region was formed.
- Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.
- Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.
- Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps).
- Can describe how food production is influenced by climate.
- Know that products we use are imported as well as locally produced.
- Can name our energy sources and natural resources.

- Can use base maps to create their own maps of the Alpine region.
- Can use maps to locate places and countries that locally available products come from.
- Can use fieldwork to investigate key questions and begin to answer them.
- Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps.
- Can record/list products available locally and say whether they are produced locally and/or imported.

2024/25 Cycle

- Can describe and compare the physical and human characteristics of some regions in North or South America.
- Can locate cities, countries and regions of North and South America a map.
- Can identify and locate a national or international environmental issue and explain why it is an issue.
- Can 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.

- 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.
- Can illustrate how human activity is influenced by climate and weather.

- Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.
- Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber).
- Can identify and justify deforestation as an environmental issue.
- Can describe where our energy and natural resources come from.

- Can use and talk about a variety of maps of North and South America, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols).
- Can make sketch maps of the local area using symbols, a key and a scale.
- Can use fieldwork to observe, describe and record the environment and create a sketch map, using symbols and key.
- Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.

