



Lakeside Primary Academy - Geography Knowledge & Skills Progression

Locational Knowledge						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know the name of the place where they live (road name, village/town, county, country).	<p>Identify the four main countries making up the United Kingdom.</p> <p>Name the seven continents of the world and find them in an atlas.</p> <p>Point out where the equator, north pole and south pole are on a globe or atlas.</p>	<p>Name the seven continents of the world and find them in an atlas.</p> <p>Name the world's five oceans and find them in an atlas.</p> <p>Name the capital cities of England, Wales, Scotland and Ireland.</p> <p>Name other major cities of England, Wales, Scotland and Ireland.</p> <p>Find where they live on a map of the United Kingdom.</p>	<p>Name a number of countries in the northern hemisphere.</p> <p>Name and locate some well-known European countries.</p> <p>Name and locate the capital cities of neighbouring European countries.</p> <p>Name up to six cities in the UK and locate them on a map.</p> <p>Name and locate the main countries in a region of South America on a world map and atlas. (The area surrounding the Amazon river – rainforest topic).</p>	<p>Name some of the counties of England and locate them on a map.</p> <p>Know the countries that make up the continent of Europe.</p> <p>Name a number of countries in the Southern hemisphere.</p> <p>Name and locate the main countries in North and South America on a world map and atlas.</p>	<p>Begin to recognise the climate of a given area according to its location on the map.</p> <p>Identify and name lines of latitude and longitude: The Tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime Meridian.</p> <p>Explain how time zones work.</p> <p>Name and locate the main countries in North America on a world map and atlas.</p> <p>Name and locate the states of the USA.</p>	<p>Name and locate many of the world's most famous mountain ranges on maps.</p> <p>Name and locate significant rivers (both in the UK and in other countries).</p>



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Vocabulary: road, place, live, county, village, town, local area.	Vocabulary: capital city, country, map, globe, atlas, world, equator, north pole, south pole.	Vocabulary: continents, ocean, location, sea, coast, neighbourhood, local, rural.	Vocabulary: longitude, latitude, northern hemisphere, southern hemisphere, time zone, sphere, atlas, settlement	Vocabulary: eastern hemisphere, western hemisphere, axis, ethnicity, nationality, heritage, border	Vocabulary: altitude, map reference, river, meander, landform, Thames, Severn, Nile, Amazon, tropical, dry, temperate, polar.	Vocabulary: arctic circle, Antarctic circle, prime meridian, time zones, GMT, Himalayas, Andes, Alps, Everest. Tropics of Capricorn, tropics of Cancer, prime meridian.
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Place Knowledge						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



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<p>Be able to talk about their locality (what happens, where, how, why?)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Use recently introduced vocabulary</p>	<p>Name, describe and compare local familiar places</p> <p>Identify links between home and other places in the local community (e.g. routes, location, use)</p> <p>Suggest ideas for improving the school environment</p> <p>Use simple geographical vocabulary to describe human and physical features of the local area</p>	<p>Make simple comparisons between human and physical features of a small area of the UK and a contrasting non-European country.</p> <p>Recognise how places are linked to each other (e.g. travel, language, weather)</p>	<p>Describe geographical similarities and differences between human and physical features a region of the United Kingdom and a region in a European country.</p> <p>Explain the wider context of a place – county/region, country, continent.</p> <p>Explain how a specific place has changed over time.</p> <p>Develop an awareness of how places are related to each other.</p>	<p>Compare the geographical similarities and differences between human and physical features a region of the United Kingdom.</p> <p>Recognise that people have different lifestyles and challenges in different locations and environments.</p> <p>Understand why there are similarities and differences between places.</p>	<p>Describe and understand key aspects of human & physical geography of a location.</p> <p>Identify human and geographical features of a location and understand how some of these aspects have changed overtime</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>	<p>Explain why places are like they are in terms of weather, historical development and local resources.</p> <p>Describe geographical diversity across the world.</p>
<p>Vocabulary:</p> <p>Home, road, walk, school, shops, people, park, Frimley, Frimley Green.</p>	<p>Vocabulary:</p> <p>Local, environment, community, natural, building, Frimley, Frimley Green, Camberley.</p>	<p>Vocabulary:</p> <p>Europe, travel, national, International, foreign, coast, beach.</p>	<p>Vocabulary:</p> <p>Man-made, natural, county, region, landscape, development, change Tropical rainforest, native.</p>	<p>Vocabulary:</p> <p>Rivers, seas, mountains, deserts, habitats, coast, settlements, crops, farming.</p>	<p>Vocabulary:</p> <p>Interdependent, urban, rural, demographic, Ecosystems, biome, population, vegetation.</p>	<p>Vocabulary:</p> <p>Diversity, culture, resources, colonialism, conflict, war, energy, sustainable.</p>



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Human Geography						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show an awareness of different occupations.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Explore the geographical similarities relating to human geography of:</p> <ul style="list-style-type: none">- School/home- Indoor/outdoor environments	<p>Begin to explain why they would wear different clothes at different times of the year.</p> <p>Share ideas about the people who live in hot and cold places.</p> <p>Explain what they might wear if they lived in a very hot or a very cold place.</p> <p>Name key features associated with a town or village (e.g. church, farm, shop, house).</p>	<p>Describe some human features of their own locality, such as the jobs people do.</p> <p>Explain how the jobs people do may be different in different parts of the world.</p> <p>Explain how some people might 'spoil' an area.</p> <p>Explain how some people might try to make an area better.</p> <p>Explain what facilities a town or village might need.</p>	<p>Confidently describe human features in a locality.</p> <p>Explain why a locality has certain human features.</p> <p>Find different views about an environmental issue.</p>	<p>Explain why people are attracted to live in cities.</p> <p>Explain why people may choose to live in a village rather than a city.</p> <p>Explain how a locality has changed over time with reference to human features.</p> <p>Find different views about an environmental issue.</p> <p>Suggest different ways that a locality could be changed and improved.</p>	<p>Explain how a settlement is built depending upon its' wider geographical location (e.g. trade links and distribution of natural resources)</p> <p>Report on ways in which humans have both improved and damaged the environment.</p> <p>Explain what a place might be like in the future, taking account of issues impacting on human features.</p>	<p>Give a description of the human features of places around the world.</p> <p>Describe how some places are similar and different in relation to their human features.</p> <p>Explain how human activity has caused an environment to change.</p>



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Vocabulary: Job, work, house, home, school, inside, outside.	Vocabulary: Weather, temperature, shops, farms, space, hot, cold.	Vocabulary: Harbour, port, offices, factory, develop, damage, facilities.	Vocabulary: Gradient, urban, rural, building, resources, local, community, trade, Fair trade.	Vocabulary: Urbanisation, development, push factors, pull factors, environment, poverty, recreation, tourism.	Vocabulary: Settlement, trade, fossil fuels, non-renewable, economy, refugee, migration.	Vocabulary: Climate change, adaptation, mitigate, renewable, land use, solar power, economy,
Physical Geography						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Show an awareness of seasonal changes.	Tell someone their address.	Describe some physical features of their own locality.	Confidently describe physical features in a locality.	Describe the main physical differences between cities and villages.	Explain how a location fits into its wide geographical location with reference to physical features.	Describe how mountains are formed.
Show an awareness of the daily weather.	Explain how the weather changes with each season.	Explain what makes a locality special.	Begin to understand why a locality has certain physical features.	Explain how a locality has changed over time with reference to physical features.	Describe how volcanoes and earthquakes are created.	Explain physical processes (including river formations).
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Explain the main features of hot and cold places in the world.	Describe a place outside Europe using geographical vocabulary.	Describe the water cycle.	Identify biomes and vegetation belts.	Consider what a place (open to environmental and physical change) might be like in the future taking account of physical features.	Give descriptions of the physical features of places around the world.
Know that the weather is different in different parts of the world (focusing on hot and cold regions).	Describe a familiar locality using words and pictures.	Describe the key features of a place (e.g. beach, coast, forest, hill, mountain, ocean, valley)				Describe how some places are similar and different in relation to their physical features.
Encounter and show an awareness of key physical features (e.g. river, hill, beach).						



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<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Explore the geographical similarities relating to physical geography of:</p> <ul style="list-style-type: none">- School/home- Indoor/outdoor environments						
<p>Vocabulary: Sun, rain, cloudy, snow, hot, cold.</p>	<p>Vocabulary: Seasons, post code, weather, river, hill, beach.</p>	<p>Vocabulary: Natural, coast, beach, forest, hill, mountain, valley, crops, soil.</p>	<p>Vocabulary: Landscape, location, agriculture, rural, water cycle, evaporation, condensation, precipitation, flooding, climate, temperature, population, deforestation.</p>	<p>Vocabulary: Densely, sparsely, vegetation, ecosystem, stores, transfers, biodiversity, humidity, pollution. Coasts-erosion, caves bay, headland, cliff, tide.</p>	<p>Vocabulary: Plate margins, magma, lava, core, crater, ash, dust cloud, active, dormant, extinct, plate boundaries, friction, earthquakes, biomes, population, natural resources, ecosystem, emission, atmosphere biodegradable, biodiversity, endangered, energy conservation.</p>	<p>Vocabulary: Mountains – Dome, elevation, fault block mountain, fold mountain, glaciers, gorge, crag, foothill, elevation, peak, summit, pinnacle, horn, range, Rivers – source, mouth, mountain, cliff, erosion, meanders, oxbow lake, tributary, meander, landform, canal, bed, channel, current, confluence, delta, downstream, load, runoff, vegetation belt.</p>



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Map Skills						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



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<p>Create a basic map that has purpose. Begin to show accuracy and care when drawing. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Identify maps as a tool used when travelling from one location to another (tell stories about journeys from one location to another).</p> <p>Know that a globe or world map represents countries of the whole worlds.</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>Draw picture maps of imaginary places and from stories.</p> <p>Use own symbols on imaginary map.</p> <p>Use a simple picture map to move around the school and recognise that it is about a place</p> <p>Use locational language (e.g. near and far, left and right) to describe the location of features and routes.</p> <p>Use relative vocabulary to make comparisons (e.g. bigger/smaller, like/dislike)</p> <p>Draw around objects to make a plan.</p> <p>Use picture maps and globes.</p>	<p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand the need for a key.</p> <p>Follow a route on a map.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places.</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Look down on objects to make a plan view map.</p>	<p>Try to make a map of a short route experienced, with features in correct order</p> <p>Try to make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Use standard symbols.</p> <p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Begin to draw a sketch map from a high view point.</p> <p>Begin to identify points on maps (A,B and C) Use large scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p>	<p>Use 4 compass points well and begin to use 8 compass points</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Make a map of a short route experienced, with features in correct order;</p> <p>Make a simple scale drawing.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map.</p> <p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p> <p>Draw a sketch map from a high view point.</p> <p>Begin to identify significant places and environments on maps</p>	<p>Use 8 compass points</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key; Use/recognise OS map symbols.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.)</p>	<p>Use 8 compass points confidently and accurately</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs</p> <p>Use latitude and longitude on atlas maps.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise OS map symbols.</p> <p>Use atlas symbols.</p> <p>Follow a short route on an OS map.</p> <p>Describe features shown on OS map.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain</p>
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				<p>Use large and medium scale OS maps.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p>	<p>Draw a plan view map with some accuracy.</p> <p>Identify significant places and environments on maps</p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p>	<p>regions, weather patterns)</p> <p>Use a scale to measure distances.</p> <p>Draw/use maps and plans at a range of scales.</p> <p>Draw a plan view map accurately.</p> <p>Confidently identify significant places and environments</p> <p>Use OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p>
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Vocabulary: Map, globe.	Vocabulary: Symbol, near, far, right, left, big, small.	Vocabulary: Key, North, east, south, west, compass, navigate, aerial.	Vocabulary: Scale, Atlas, sketch, orienteering.	Vocabulary: Compass points, Co-ordinates, boundary.	Vocabulary: 4 figure co-ordinates, Ordnance Survey, Index, contents.	Vocabulary: North east, north west, south east, south west, grid references.
Geographical Enquiry & Fieldwork						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



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<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (e.g. trees, hills, ditch, hospital, park, road).</p> <p>Express their ideas and feelings about their experiences using full sentences.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings.</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use non-fiction books, stories, maps, atlases, globes, pictures/photos and internet as sources of information.</p> <p>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.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions (e.g. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?)</p> <p>Use non-fiction books, stories, atlases, globes, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Use satellite images and aerial photographs.</p> <p>Collect and record evidence with some aid, using fieldwork instruments such as cameras and rain gauges.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p> <p>Make more detailed fieldwork sketches/diagrams.</p>	<p>Begin to suggest questions for investigating.</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions. (e.g. compare historical maps of varying scales)</p>	<p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale (contrasting and distant places)</p> <p>Collate and analyse evidence from different sources to draw conclusions (e.g. comparing land use/temperature). Look at patterns and explain reasons behind it.</p>
<p>Vocabulary: Tree, hill, park, road, street.</p>	<p>Vocabulary: Source, image, field, buildings.</p>	<p>Vocabulary: Identify, describe, natural, man-made, photograph, information.</p>	<p>Vocabulary: Evidence, conclusion, scale.</p>	<p>Vocabulary: Evaluate, contrast, explain, investigate.</p>	<p>Vocabulary: Analysis, primary source, secondary source.</p>	<p>Vocabulary: Assess, suggest, enquiry, compare.</p>



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