

## Geography progression of knowledge, skills and vocabulary

### EYFS, KS1 and KS2

	Units of work	Key knowledge	Key skills	Key vocabulary
<b>2-plus</b>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Autumn</li> <li>• <b>Mini-theme 2:</b> Hunts &amp; trails</li> <li>• <b>Mini-theme 3:</b> Farm sensory</li> </ul>	<ul style="list-style-type: none"> <li>• Know that materials feel different</li> <li>• Begin to comment on the weather</li> </ul>	<ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outside</li> <li>• Explore and respond to different natural phenomena in their setting and on trips</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> autumn, cold, warm, brown, orange, yellow, red, change</li> <li>• <b>Mini-theme 2:</b> snow, ice, rain, sun, wind, puddle, cold, wet, warm, hot</li> <li>• <b>Mini-theme 3:</b> grass, straw, mud, soft, tickly, crunchy, scratchy, wet, squishy, soft</li> </ul>
<b>Nursery</b>	<p><u><b>Year A</b></u></p> <ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Family</li> <li>• <b>Mini-theme 2:</b> Types of homes and buildings</li> <li>• <b>Mini-theme 3:</b> Adventures / Treasure hunts / Maps</li> <li>• <b>Mini-theme 4:</b> Visiting the shop</li> </ul> <p><u><b>Year B</b></u></p> <ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Family</li> <li>• <b>Mini-theme 2:</b> Types of homes and buildings</li> <li>• <b>Mini-theme 3:</b> Excavation</li> <li>• <b>Mini-theme 4:</b> Animal habitats</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing</li> <li>• Describe a familiar route</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’</li> <li>• Use all their senses in hands-on exploration of natural materials</li> </ul>	<p><u><b>Year A</b></u></p> <ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> country, language, travel, live, move, England, London</li> <li>• <b>Mini-theme 2:</b> building, tower block, house, cottage, caravan, hut, material, brick, wood, metal</li> <li>• <b>Mini-theme 3:</b> explore, look, listen, touch, map, forwards, backwards, around, over, under</li> <li>• <b>Mini-theme 4:</b> route, near, across, behind, next to, turn, left, right</li> </ul> <p><u><b>Year B</b></u></p> <ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> country, language, travel, live, move, England, London</li> <li>• <b>Mini-theme 2:</b> building, tower block, house, cottage, caravan, hut, material, brick, wood, metal</li> <li>• <b>Mini-theme 3:</b> explore, look, listen, touch, under, soil, dig, find, bone, worm</li> <li>• <b>Mini-theme 4:</b> hot, cold, dry, wet, mountain, lake, forest, savannah</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Family</li> <li>• <b>Mini-theme 2:</b> Habitats / Winter</li> <li>• <b>Mini-theme 3:</b> Where food comes from</li> <li>• <b>Mini-theme 4:</b> Exploring nature</li> <li>• <b>Mini-theme 5:</b> Adventures afar / Local adventures</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Recognise and 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</li> <li>• 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</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Explore the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> country, language, England, English, <i>*other country names and languages relevant to cohort</i></li> <li>• <b>Mini-theme 2:</b> habitat, Arctic, China, hibernate, winter, snow, sleet, hail, storm</li> <li>• <b>Mini-theme 3:</b> grow, farm, climate, traditional, <i>*country names and dishes relevant to cohort</i></li> <li>• <b>Mini-theme 4:</b> spring, weather, sunlight, rain shower, grow, minibeast, habitat, pollination</li> <li>• <b>Mini-theme 5:</b> travel, holiday, city, landmark, River Thames, Big Ben, London Eye, Tower Bridge, Buckingham Palace</li> </ul>

<b>Year 1/2</b>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> The UK / Local area</li> <li>• <b>Unit 2:</b> Continents and oceans</li> <li>• <b>Unit 3:</b> Hot and cold places</li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Africa/ Zambia</li> <li>• <b>Unit 2:</b> The globe</li> <li>• <b>Unit 3:</b> Coasts</li> </ul>	<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognising and naming the UK's countries, capital cities, and surrounding seas</li> <li>• Understanding simple geographical terms such as near, far, north, south, east, and west</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Comparing the characteristics of the local area with a contrasting location (e.g., rural vs. urban or UK vs. a non-European country)</li> </ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"> <li>• Identifying basic human and physical features such as rivers, hills, cities, and landmarks</li> <li>• Understanding seasonal and weather patterns in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, atlases, and globes to locate places and features</li> <li>• Conducting simple fieldwork and observations of the local area to describe environments</li> </ul> <p><i>These skills lay the foundation for a deeper understanding of geography in later years</i></p>	<p><b>Year A</b></p> <p><b>Unit 1:</b> map, country, world, Europe, England, Scotland, Wales, Northern Ireland, human, physical <b>Unit 2:</b> atlas, continent, globe, human, physical, ocean, north, east, south, west <b>Unit 3:</b> The Equator, North Pole, South Pole, habitat, desert, rainforest, savanna, iceberg, adapt, Antarctic Circle</p> <p><b>Year B</b></p> <p><b>Unit 1:</b> Africa, Zambia, River Zambezi, crop, farm, flood, market, waterfall, wildlife, Mugurameno <b>Unit 2:</b> Earth, globe, map, papier mâché, ocean, continent, flag, landform, painting, model <b>Unit 3:</b> rain, seasons, snow, sunshine, temperature, wind, Arctic, polar</p>
<b>Year 3/4</b>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Exploring your local area</li> <li>• <b>Unit 2:</b> Mountains</li> <li>• <b>Unit 3:</b> Rainforests</li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Rivers</li> <li>• <b>Unit 2:</b> Volcanoes and earthquakes</li> <li>• <b>Unit 3:</b> Europe</li> </ul>	<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Locating and naming countries, cities, and geographical regions of the UK, including key topographical features (hills, mountains, coasts, rivers)</li> <li>• Identifying countries of Europe, their capital cities, and key physical and human features</li> <li>• Understanding latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Comparing geographical similarities and differences between a region of the UK and a region in Europe or beyond</li> <li>• Exploring how cultural, environmental, and economic factors influence different places</li> </ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"> <li>• Describing and understanding key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, and earthquakes)</li> <li>• Explaining key aspects of human geography, including types of settlements, land use, trade links, and natural resource distribution (energy, food, water, and minerals)</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, atlases, globes, and digital/computer mapping to locate countries and describe features</li> <li>• Using four-figure grid references, symbols, and keys to interpret maps</li> <li>• Conducting fieldwork to observe, measure, and record physical and human features, using a range of methods including sketches, plans, and digital technologies</li> </ul> <p><i>These skills build on Key Stage 1 foundations and prepare students for more advanced geographical understanding in later years</i></p>	<p><b>Year A</b></p> <p><b>Unit 1:</b> aerial map, human features, physical features, key (legend), scale, grid reference, settlement, OS map, landmark, urban <b>Unit 2:</b> alpine, avalanche, landform, slope, summit, valley, altitude, map index, scale bar <b>Unit 3:</b> biodiversity, biome, canopy, deforestation, emergent layer, forest floor, understory, equatorial, tropics, hemisphere</p> <p><b>Year B</b></p> <p><b>Unit 1:</b> confluence, flood plain, meander, mouth, source, tributary, altitude, estuary, course <b>Unit 2:</b> crater, disaster, dormant, eruption, magma, tsunami, epicentre, plate boundary, Earth <b>Unit 3:</b> currency, migrant, retail, service industry, tourism, vegetation belt, Europe, Mediterranean Sea, Greece, Athens</p>

<b>Year 5/6</b>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Climate zones</li> <li>• <b>Unit 2:</b> Antarctica</li> <li>• <b>Unit 3:</b> World Trade</li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Map skills</li> <li>• <b>Unit 2:</b> Rio de Janeiro / South America</li> <li>• <b>Unit 3:</b> Food and farming</li> </ul>	<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identifying and locating countries of North and South America, focusing on environmental regions, key physical and human characteristics, major cities, and countries</li> <li>• Gaining a deeper understanding of the UK, including cities, regions, key physical features (mountains, coasts, rivers), and how these have changed over time</li> <li>• Understanding the significance of latitude, longitude, Equator, the Prime/Greenwich Meridian, and time zones</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Exploring geographical similarities and differences through in-depth studies of regions in the UK, Europe, and the Americas</li> <li>• Developing an understanding of how human and physical processes interact to shape places and environments</li> </ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"> <li>• Describing and understanding key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes, and the water cycle</li> <li>• Exploring human geography, including economic activity (trade, industry), land use, settlements, population, and the distribution of natural resources (energy, food, minerals, and water)</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, atlases, globes, and digital mapping to locate countries, describe features, and analyse data</li> <li>• Developing proficiency with six-figure grid references, scale, and map symbols for more detailed map interpretation</li> <li>• Planning and conducting fieldwork to observe, measure, and record human and physical features, presenting findings using graphs, charts, and reports</li> </ul> <p><i>These skills provide a solid foundation for secondary geography, emphasising analytical and research abilities alongside global and local geographical understanding</i></p>	<p><b>Year A</b></p> <p><b>Unit 1:</b> axis, climate, orbit, precipitation, temperature, weather station, Equator, hemisphere, pole, latitude <b>Unit 2:</b> Antarctica, polar climate, ice sheet, glacier, latitude, biodiversity, ecosystem, climate change, research station, sustainability</p> <p><b>Unit 3:</b> agriculture, container, economy, export, Fairtrade, import, industrial, manufactured, supply chain, trade</p> <p><b>Year B</b></p> <p><b>Unit 1:</b> Ordnance Survey, grid reference, scale, landmark, urban, fieldwork, observation, human features, physical features, land use</p> <p><b>Unit 2:</b> equatorial, manufacturing, mining, population, recreation, trade, culture, hemisphere, Rio de Janeiro, Tropic of Capricorn <b>Unit 3:</b> agriculture, economy, export, Fairtrade, food miles, import, irrigation, plantation, production chain, trade</p>
-----------------	---	--	---	--