

Geography progression of knowledge, skills and vocabulary

EYFS, KS1 and KS2

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

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

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