



Progression of Geography Knowledge and Skills

NURSERY – YEAR 4



Knypersley First School Geography Progression of knowledge and skills



Aims of this document:

To ensure that Geographical aims and skills for each key stage are covered and that knowledge taught is progressive.

Getting started:

Within your Key Stage area there will be 3 separate strands of learning for History these are as follows:

- Globally Significant Places
- Human and Physical Geography
- Geographical skills and Fieldwork

Within each Key Stage you will find overarching aims that by the time the children leave each KS will have been covered and secured. The outcomes have then been broken down into specific year groups to ensure a progressive approach to learning. It is important that you have an awareness of the end goals for your Key Stage and not just for your year group.

You can also use this document to support LAP pupils by referring to the relevant level of their development in order to break-down specific skills and knowledge into their level of development.

This document will create the content for year group themes for learning. Please use this document when planning to ensure that Year Group Learning objects are covered and delivered within the correct strand of Geography.



Early Years Progression of Geography Knowledge and Skills

This section of the document has been carefully planned in order to support transition into the National Curriculum to ensure transferable knowledge that can be built upon on entry to Year 1.

Links to the Early Learning Goals and supporting statements have been made only where strong enough and to support teachers to deliver learning with the correct subject context.



Knypersley First School Geography Progression of knowledge and skills

Foundation Stage – Geography Subject Content Globally Significant Places <i>(Locational and Place Knowledge)</i>	
Nursery	Reception
<p>GSP1- Talk about what they see, using a wide vocabulary.</p> <p>GSP2 (0-3)- Make connections between the features of their family and other families.</p> <p>GSP2(0-3) - Notice differences between people.</p> <p>GSP2 -Understand that some places are special to members of their community.</p>	<p>GSP1- Describe what they see, hear and feel whilst outside.</p> <p>GSP1 - Explore the natural world around them.</p> <p>GSP2 - Recognise some similarities and differences between life in this country and life in other countries</p> <p>GSP2- Recognise some environments that are different to the one in which they live</p>
<p>End of Foundation Stage outcomes:</p> <p>GSP1- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>GSP2 - 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>	



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Foundation Stage – Geography Subject Content Human and Physical Geography	
Nursery	Reception
<p>HP1 (0-3) – Repeat actions that have an effect.</p> <p>HP1 (0-3) - Explore and respond to different natural phenomena in their setting and on trips.</p> <p>HP1- Plant seeds and care for growing plants.</p> <p>HP1 - Understand the key features of the life cycle of a plant</p> <p>HP1- Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>HP1- Understand the effect of changing seasons on the natural world around them.</p>
<p>End of Foundation Stage outcomes:</p> <p>HP1 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	



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Foundation Stage – Geography Subject Content Geographical skills and Fieldwork	
Nursery	Reception
<p>SF 1 (0-3) - Explore and respond to different natural phenomena in their setting and on trips</p> <p>SF 1 - Understand position through words alone – for example, “The bag is under the table,” – with no pointing. (Mathematics)</p> <p>SF 1 -Discuss routes and locations, using words like ‘in front of’ and ‘behind’ (Mathematics)</p> <p>SF 1 -Describe a familiar route (Mathematics)</p> <p>SF 2 (0-3)- Explore natural materials, indoors and outside.</p>	<p>SF 1 - Draw information from a simple map.</p> <p>SF 2- Recognise some environments that are different to the one in which they live.</p>
<p>End of Foundation Stage outcomes:</p> <p>SF 1 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>SF 2- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	



Key Stage One Progression of Geography Knowledge and Skills



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Key Stage One - Geography Subject Content Globally Significant Places (Locational and Place knowledge)	
Year 1	Year 2
<p>GSP3- To name, locate and identify characteristics of the four countries of the United Kingdom.</p> <p>GSP4-To name the surrounding seas of the United Kingdom.</p> <p>GSP5-To know where they live and the name of their town.</p> <p>GSP6-To recognise key features of their local town and to recognise if they built or formed naturally.</p> <p>GSP7-To know my address including my postcode.</p>	<p>GSP8-To name and locate the world's seven continents.</p> <p>GSP9-To name and locate the five oceans.</p> <p>GSP10-To know the names of the UKs and world's main airports and their locations.</p> <p>GSP11-To 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 society.</p> <p>GSP12-To make use of photographs to consider contrasting areas.</p> <p>GSP13-To know the main differences between features of a place in England and a small place in a non- European country.</p>
<p>National Curriculum KS1 Outcomes:</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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>	



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Key Stage One - Geography Subject Content Human and Physical Geography	
Year 1	Year 2
<p>HP2-To explore and record UK weather patterns.</p> <p>HP3-To name seasons and identify weather trends throughout the year in the UK.</p> <p>HP4-To use vocabulary related to Human and Physical features of the UK: seasons, weather, sea, beach, coast, cliff, hill, soil, port, ocean, harbour, island, town, village, shop, farm, house, office.</p> <p>HP5-To know about key physical and human features of a coastal place.</p> <p>HP6-To begin to understand the issues associated with landfill sites.</p>	<p>HP7-To use vocabulary related to human and physical features.</p> <p>HP8-To know where the equator is on a world map and globe.</p> <p>HP9-To know where the North Pole and South Pole are on a world map and globe.</p> <p>HP10-To know some of the key human and physical features of very hot or very cold places.</p>
<p>National Curriculum KS1 Outcomes:</p> <p>To 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</p> <p>To use basic geographical vocabulary to refer to: • 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>	



Knypersley First School Geography Progression of knowledge and skills

Key Stage One - Geography Subject Content Geographical Skills and Fieldwork	
Year 1	Year 2
<p>SF3-To be able to follow a simple road map and recognise key landmarks e.g. church.</p> <p>SF4-To make a simple map after visiting a specific area e.g. shops, church, school etc.</p> <p>SF5-To understand the difference between a map and a globe.</p> <p>SF6-To use maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>SF7-To use simple compass directions (North, South, East and West).</p> <p>SF8-To 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>SF9-To begin to understand about environmental issues facing the world and discuss what we can do to help.</p> <p>SF10-To begin to recognise that everyone has a role in helping to reduce waste.</p>	<p>SF11-To use the four points of a compass.</p> <p>SF12-To 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.</p> <p>SF13-To use aerial photographs and plan perspectives to recognise landmarks.</p> <p>SF14To devise a simple map.</p> <p>SF15-To use and construct basic symbols in a key.</p>
<p>National Curriculum KS1 Outcomes:</p> <p>To 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</p> <p>To 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</p> <p>To 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</p> <p>To 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>	



Key Stage Two Progression of Geography Knowledge and Skills



Knypersley First School Geography Progression of knowledge and skills

Key Stage Two - Geography Subject Content Globally Significant Places (Locational and Place Knowledge)	
Year 3	Year 4
<p>GSP14-To locate the world's countries, using maps to focus on Europe.</p> <p>GSP15-To be able to name at least 8 European countries.</p> <p>GSP16-To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in the European country.</p> <p>GSP17-To know the main differences between a rural area and an urban location in the UK.</p> <p>GSP18-To know at least 5 differences between living in the UK and a Mediterranean country.</p> <p>GSP19-To know why we have capital cities.</p> <p>GSP20-To know the names of other European capitals.</p> <p>GSP21-To know why most significant cities are located by a river.</p> <p>GSP22-To appreciate that countries can be reformed.</p> <p>GSP23-To distinguish between the Northern and Southern hemisphere.</p> <p>GSP24-To know the names and location of many famous rivers in the UK and the world.</p>	<p>GSP25-To research and find specific information related to geographical features.</p> <p>GSP26-To recognise that different climate dictates the human activity possible in a different landscape.</p> <p>GSP27-To name and locate the UK's geographical regions- including topographical features (including hills and mountains).</p> <p>GSP28-To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle.</p> <p>GSP29-To understand geographical similarities and differences with a region of the United Kingdom, a region in Europe and a region within North or South America.</p>
<p>End of KS2 National Curriculum Objectives</p> <p>To 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</p> <p>To 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</p> <p>To 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> <p>To 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>	



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Key Stage Two - Geography Subject Content Human and Physical Geography	
Year 3	Year 4
<p>HP11-To know how a river is formed.</p> <p>HP12-To know the differences between the upper, middle and lower courses of a river.</p> <p>HP13-To know what erosion and deposition are in relation to rivers.</p> <p>HP14-To know how water falls and ox bow lakes are formed.</p> <p>HP15-To know and explain clearly the difference between a major city and a town or village.</p> <p>HP16-To know the names and purpose of many of London's famous buildings.</p> <p>HP17-To know the key physical and human features of the Mediterranean.</p>	<p>HP18-To know how different countries trade with each other.</p> <p>HP19-To know what is meant by sustainability, global citizenship and ethical codes.</p> <p>HP20-To know which countries are exploited and locate them on a world map.</p> <p>HP21-To understand what people mean by Fairtrade.</p> <p>HP22-To know why it is important to work in a culture of Fairtrade.</p> <p>HP23-To know what is meant by 'biome.'</p> <p>HP24-To recognise the physical conditions necessary for the creation of different biomes.</p>
<p>End of Key Stage Two outcomes:</p> <p>To describe and understand key aspects of: a) physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle b) 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>	



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Key Stage Two - Geography Subject Content Geographical Skills and Fieldwork	
Year 3	Year 4
<p>SF16-To produce a freehand map of a known place e.g. London.</p> <p>SF17-To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>SF18-To use the eight points of a compass.</p> <p>SF19-To use two figure grid references.</p> <p>SF20-To use symbols and a key.</p> <p>SF21-To create a report after a fieldwork activity that focuses on geographical features studied.</p> <p>SF22-To use world and UK maps to locate famous rivers.</p> <p>SF23-To use systematic sampling and data collecting as part of a fieldwork activity.</p> <p>SF24-To create a model of a river showing features such as: meandering etc.</p> <p>SF25-To carry out a local river survey, including field sketches.</p> <p>SF26-To use a local map to follow the course of a river close to school.</p>	<p>SF27-To use a world map to identify features such as biomes.</p> <p>SF17-To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>SF18T-To use the eight points of a compass.</p> <p>SF19-To use four figure grid references.</p> <p>SF20-To use symbols and a key (including Ordnance Survey Maps).</p> <p>SF28-To understand what is meant by a relief map.</p> <p>SF29-To know the term contour as it relates to a map.</p> <p>SF30-To use maps to locate various mountain regions.</p> <p>SF31-To create a field sketch: sometimes from photos or aerial photos.</p> <p>SF32-To create a model from a relief map.</p> <p>SF33-To use measurements such as: temperature, height, distance and length of daylight to compare two places following changes in both across different months.</p>
<p>End of Key Stage Two outcomes:</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To 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</p> <p>To 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.</p>	



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