



Substantive knowledge							
	EYFS <i>Big Wide World</i>	Year 1 <i>Our Wonderful World</i>	Year 2 <i>Let's Explore the World</i>	Year 3 <i>One Planet, Our World</i>	Year 4 <i>Interconnected World</i>	Year 5 <i>Investigating Our World</i>	Year 6 <i>Our Changing World</i>
Location knowledge							
National Curriculum /EYFS framework	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	- Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	- 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 - 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 - 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)				
The Local Area	Know the name of my school. Know the town/city where I live. Know basic relative positional language.	Understand where I live and where my school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards)				Accurately use OS maps of the local area to identify human and physical features and key topographical features including hills and rivers.	Observe, measure and record human and physical features in the local area.



The United Kingdom	Know that England is their home country. Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities.	Name and locate the countries in the UK and their capital cities.	Name and locate some of the key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas.	Name & locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers) ; and understand how some of these aspects have changed over time.	Name, locate and identify significant physical features and key topographical features (including hills, mountains, coasts and rivers) of the UK.	Name, locate and describe some of the UK's major rivers, employing the use of the eight points of a compass, maps, symbols and keys.	
The World	Understand the terms 'land' and 'sea'.	Understand the terms 'continent' and 'seas'; name the world's seven continents and five oceans.	Name and locate the world's seven continents and five oceans on a globe or atlas, including understanding the of the terms 'poles' and 'equator'.	Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities.	Identify the position and significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn. Locate countries of North and South America, their environmental regions, key physical and human characteristics	Identify the different time zones, climate zones, vegetation belts and biomes around the world.	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

Geography Knowledge and Skills Progression



					(e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities)		(including day and night).
--	--	--	--	--	---	--	----------------------------



Substantive knowledge							
	EYFS <i>Big Wide World</i>	Year 1 <i>Our Wonderful World</i>	Year 2 <i>Let's Explore the World</i>	Year 3 <i>One Planet, Our World</i>	Year 4 <i>Interconnected World</i>	Year 5 <i>Investigating Our World</i>	Year 6 <i>Our Changing World</i>
Place knowledge							
National Curriculum /EYFS framework	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.	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	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				
Comparisons	Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from). Make simple comparisons between familiar environments (e.g. home, school, farm).		Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography.		Study, understand, write about, draw and label key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (e.g. coasts,	Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical	

Geography Knowledge and Skills Progression



					seas, rivers, mountains, capitals and other major cities, landmarks, lakes, population).	features (e.g. mountains, coasts and rivers).	
--	--	--	--	--	--	---	--



Substantive knowledge							
	EYFS <i>Big Wide World</i>	Year 1 <i>Our Wonderful World</i>	Year 2 <i>Let's Explore the World</i>	Year 3 <i>One Planet, Our World</i>	Year 4 <i>Interconnected World</i>	Year 5 <i>Investigating Our World</i>	Year 6 <i>Our Changing World</i>
Physical Geography							
National Curriculum /EYFS framework	- 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.	- 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 - 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.	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.				
Weather and climate	Name the four seasons and begin to describe associated weather. Record weather daily.	Identify and describe weather associated with the four seasons. Identify that the North and South poles are cold, and the equator is hot.	Identify and describe weather associated with the four seasons, including understanding a basic weather forecast. Identify the location of hot and cold areas of the world in	Describe the effects of weather in the local area and the impact that it has on physical features.	Understand and compare the climate of North and South America with the UK.	Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the	Describe how climate change is affecting climate zones and biomes across the world. Evaluate the extent to which climate and



			relation to the Equator and the North and South Poles.			Equator and the polar regions. Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert).	extreme weather affect how people live. Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.
Other physical features and processes	Begin to use basic geographical vocabulary to refer to key physical such as: beach, mountain, sea, ocean, river, soil, season and weather.	Begin to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather.	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.	Describe and understand key aspects of volcano formation, the process of volcanic eruptions and their physical effects on the environment. Describe and understand key aspects of	Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions). Describe and understand the causes, processes and effects of	Describe and explain river formation and key features of river systems. Identify and describe the similarities and differences in physical and human geography between continents.	

Geography Knowledge and Skills Progression



				mountain formation. Describe and explain the water cycle.	earthquakes including a focus study on a particular earthquake (Haiti, 2021).		
--	--	--	--	--	---	--	--



Substantive knowledge							
	EYFS <i>Big Wide World</i>	Year 1 <i>Our Wonderful World</i>	Year 2 <i>Let's Explore the World</i>	Year 3 <i>One Planet, Our World</i>	Year 4 <i>Interconnected World</i>	Year 5 <i>Investigating Our World</i>	Year 6 <i>Our Changing World</i>
Human Geography							
National Curriculum /EYFS framework	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.	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of 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				
Settlements and land use	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops, etc.	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Describe and understand the different ways that land can be used.	Describe and explain changing land use in North and South America, including the Amazon rainforest. Understand what life is like in cities, villages and other settlements of North and South America.	Describe the settlement hierarchy in the UK including the largest and smallest settlements.	



Economics, trade and resources	Recognise the shops and enterprises in the locality, including being aware of their branding/names.				Describe how natural resources can be harnessed to create sustainable energy. Describe a range of human features and their location and explain how they are interconnected. Explain ways that settlements, land use and water systems are used.	Describe and explain the location, purpose and use of transport networks.	Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world. Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.
---------------------------------------	--	--	--	--	---	--	--

Geography Knowledge and Skills Progression



Substantive knowledge							
	EYFS <i>Big Wide World</i>	Year 1 <i>Our Wonderful World</i>	Year 2 <i>Let's Explore the World</i>	Year 3 <i>One Planet, Our World</i>	Year 4 <i>Interconnected World</i>	Year 5 <i>Investigating Our World</i>	Year 6 <i>Our Changing World</i>
Geography Skills and Fieldwork							
National Curriculum /EYFS framework	Explore the natural world around them, making observations and drawing pictures of animals and plants.	- 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 - 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 - 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 - 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.		- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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.			
World maps	Locate chosen country/countries of parental heritage on globes/maps.	Locate and label the locations of continents and oceans on globes and world maps or atlases.	Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.	Use maps, atlases, globes, Google Maps and Google Earth to locate countries, mountains, mountain ranges,	Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied	Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe a	Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe



	To identify the land and sea on world globes/maps.			volcanoes (in relation to tectonic plates) and different settlements of the world.	human/physical features of North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate & temp.	region of a European country studied including human and physical features.	studied human and physical features, and their corresponding countries and cities, major industries, imports and exports.
UK maps	Locate London on simple maps.	Locate and label the four countries of the UK and their capital cities a on a UK map or atlas.	Locate and label the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges.	Use the eight points of a compass, four (beginning to look at six) figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK.	Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys (inc the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines.	Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys (inc the use of OS maps) to locate/describe geographical features studied, including geographical features such as rivers, mountains & coastlines, imports and exports.



Local/Regional Maps and Other Secondary Data Sources	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. Construct simple maps with support. Use aerial images to recognise basic and human physical features.	Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map and follow/create a route in the local area. Construct simple maps. Use aerial images to recognise basic physical and human features.	Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features. Use aerial images and age appropriate graphs to acquire and discuss geographical information.	Use the 8 points of a compass, 4-figure grid references, maps with keys (inc the use of Ordnance Survey maps) and Google Maps/Earth to describe geographical features of locations in North/South America. Use aerial images and age appropriate graphs to acquire and discuss geographical information.	Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify contour lines and understand what they show. Use aerial images and age appropriate graphs to acquire and discuss geographical information.	Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth. Accurately use a scale on a map and understand how that shows distance. Use aerial images and age appropriate graphs to acquire and discuss geographical information.
Local fieldwork	Begin to use observational skills to draw simple plans and routes around their	Begin to use simple fieldwork and observational skills to study the	Use simple fieldwork to carry out a simple traffic survey of the school or local area.	Use simple fieldwork and observational skills to study the human and			Use fieldwork to observe, measure and record human and physical

Geography Knowledge and Skills Progression



	classroom, school, and local area. Take photos of buildings and places in school and locality (e.g. build a scene).	geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos.)		physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings).			features in the local area. Bring all of their geographical learning about the local area to plan where we could build a new playground in Wigston and justify their reasons.
--	---	--	--	--	--	--	--



Disciplinary knowledge							
	EYFS <i>Big Wide World</i>	Year 1 <i>Our Wonderful World</i>	Year 2 <i>Let's Explore the World</i>	Year 3 <i>One Planet, Our World</i>	Year 4 <i>Interconnected World</i>	Year 5 <i>Investigating Our World</i>	Year 6 <i>Our Changing World</i>
Asking and answering questions	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions.		Ask and respond to geographical questions using evidence to support answers.		Ask and investigate geographical questions, suggesting enquiries to test them.	
Collecting and interpreting	Draw things they see around them.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. Understand that geographers learn about the world by observing and collecting data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.	
Analysing and communicating	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.		Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.		Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.	

Geography Knowledge and Skills Progression



Evaluating and debating	Describe their immediate environment and express their views about it, with support.	Express their own views about the people, places and environments studied.	Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.
--------------------------------	---	---	--	---