



Progression in Geography Key Strands

Locational Knowledge

As a child progresses through school, they will reach the following milestones by the end of:

Foundation Stage 1 & 2

The children in Foundation stage are beginning to be aware of their surroundings in school, which is in a village called Rossington in England. They are beginning to recognise environments are different to those in which they live.

Year 1

The children in Year 1 are aware of their local surroundings and that they live in the United Kingdom. They can name and locate the four countries that make up the United Kingdom and are aware that each one has a capital city. They can recognise that the United Kingdom is an island and that it is surrounded by different seas. The children in Year 1 are aware of their local surroundings and that they live in Rossington and that that is part of Doncaster.

Year 2

In Year 2, build on their locational knowledge by knowing the names of the seven continents and the five oceans of the world.

Year 3

In Year 3, pupils are building on prior learning and can identify and locate more cities that are part of the United Kingdom. They can give reasons as to why London is the capital city of England. They will understand the significance of rivers in the locations of major cities and know what is meant by a monarchy.

Year 4

In Year 4, children will know the names and be able to locate at least eight European countries and their capital cities. They will be able to name and locate the equator, Tropics of Cancer and Capricorn, and the Greenwich Meridian. They will know the names of several of the world's highest mountains.

Year 5

In Year 5, pupils will be able to name and locate several South American countries. They will know where many of the world's tropical rainforests are located and know what is meant by the term 'tropics'.

Year 6

In Year 6, pupils will be able to name and locate several North American countries. They will know what is meant by climate change, greenhouse gases and ozone layer.



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As they transition to secondary school, pupils can transfer their understanding to the KS3 curriculum requirements.

Place Knowledge

As a child progresses through school, they will reach the following milestones by the end of:

Foundation Stage 1 & 2

In Foundation stage, Children will conduct numerous environmental walks to observe seasonal and locational changes.

Year 1

In Year 1, the children develop their knowledge of places by looking at why some places in the world are hot whilst others are cold.

Year 2

In Year 2, children build upon their understanding of other locations within the UK and know some of the characteristics associated with living in a coastal area compared with where they live.

They will know the names of the UK's main airports and the locations of the world's busiest airports.

Year 3

In Year 3, the children broaden their understanding of England by looking at the importance of the power we use to energise our homes.

Year 4

In Year 4, pupils compare a region of the United Kingdom with a location in the Mediterranean and will know at least five differences between living in the UK compared to a Mediterranean country.

Year 5

In Year 5, pupils can identify the natural resources that South American countries have. They will know what is meant by a biome, identify layers of a tropical rainforest and explain what deforestation is.

Year 6

In Year 6, pupils will know why the North and South Poles have long periods of Light and dark according to the time of year.

As they transition to secondary school, pupils can transfer their understanding to the KS3 curriculum requirements.



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Human and Physical Geography

As a child progresses through school, they will reach the following milestones by the end of:

Foundation stage 1 & 2

In the Foundation Stage, children will become familiar with their new school environment and buildings and compare with home. They will talk about the local environment of Rossington.

They will understand about the effect of seasons on the natural world, discussing how and when plants grow and what clothes to wear.

Year 1

At the end of Year 1, children will be able to identify their home address including postcode. They will understand some of the key human and physical features of living in a very hot or cold place.

Year 2

By Year 2, children will be able to identify the key physical and human features of a coastal region. They will understand the terms and identify the following physical features: mountain, island, river, cliff, harbour, port and beach. They will know human and physical features often depend on the climate of a place. They will be able to describe some of the advantages and disadvantages of living in a city or village.

Year 3

At the end of Year 3, children will know about some of the human features related to the UK, such as industry and environment. They will understand why it is important to source more environmentally friendly sources of energy.

They will know how rivers, waterfalls and lakes are formed. They will know what is meant by erosion and deposition and why rivers flood. They will be able to explain why many cities are situated next to rivers.

Year 4

In Year 4, children will be able to explain the term 'biome' and recognise the physical conditions necessary for the creation of different biomes. They will understand that climate and physical features play an important part when people are considering where to live.

Children in Year 4, will be able to explain what causes an earthquake or tsunami and label the different parts of a volcano.

Year 5

In Year 5, pupils will know many of the key physical and human features of South America. They will recognise the human and physical issues faced by Brazil. They will understand what Fairtrade is and



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why it is important. They will know what is meant by the term global citizenship and ethical codes and know what sustainability is and why it is important.

Year 6

In Year 6, pupils will know how people living in the Poles adapt their lives accordingly. They will have an appreciation of how the lives of children vary across the world.

They will understand why industry is important to the world and recognise the issues associated with industry and climate change. They will know about the campaign of Greta Thunberg and others.

As they transition to secondary school, pupils can transfer their understanding to the KS3 curriculum requirements.

Geographical Discipline Knowledge and Fieldwork

As a child progresses through school, they will reach the following milestones by the end of:

Foundation Stages 1 & 2

In the Foundation Stage, children can find information from a simple map of a familiar place. And can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They can draw a simple map.

Year 1

At the end of Year 1, children will be able to locate Rossington, the equator, North and South Poles on a world map and a globe. They will know which is N, E, S & W on a compass.

They will use simple field work and observational skills to study the geography of their environment and key human and physical features.

Year 2

At the end of Year 2, Children will be able to use a range of maps, atlases and globes to identify the UK as well as other countries, continents and oceans.

Children will understand some of the protocols attached to air travel, such as what a passport is. They will know how important timetables are when travelling by train or air.

They will use aerial photographs to recognise landmarks and basic physical and human geography. They will use simple field work and observational skills to study the geography of their environment and key human and physical features.

Year 3



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At the end of Year 3, children will be able to use the eight points of a compass, use four and six figure grid references, symbols and key. They will be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Year 4

At the end of Year 4, children will be able to use the eight points of a compass, use four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. They will be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Year 5

At the end of Year 5, children will be able to use the eight points of a compass, use four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. They will be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

They will use field work 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.

Year 6

At the end of Year 6, children will be able to use the eight points of a compass, use four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. They will be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

They will use field work 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. They will use Google Earth to locate a country or a place of interest.

They will understand what time zones are and be able to work out differences.

As they transition to secondary school, pupils are able to transfer their understanding to the KS3 curriculum requirement.