

GEOGRAPHY: Progression and Sequencing of Geographical Knowledge, Understanding and Skills

	GEOGRAPHICAL KNOWLEDGE, UNDERSTANDING AND SKILLS			
	Place knowledge	Locational Knowledge	Human and Physical	Fieldwork and geographical skills
Nursery	<i>In relation to their home and immediate area (school and home). Talk about the lives of the people around them and their roles in society.</i> <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i> <i>Explore the natural world around them</i>	<i>Where are different places in their home / school?</i>	<i>Make sense of their physical world and community.</i> <i>Explain similarities and differences between life in this and other countries / their and other environments.</i>	<i>Observe and talk about the features of their own immediate environment (including home, school and grounds)</i>
FS2	<i>In relation to their home and immediate area (school and home).</i> <i>Talk about the lives of the people around them and their roles in society.</i> <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i>	<i>Know Where are different places in their home / school.</i> <i>To know their school is in Walkley and the country they live in is England, which is part of the UK.</i>	<i>Make sense of their physical world and community. Children know about similarities and differences in relation to places. Visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</i> <i>Explain similarities and differences between life in this and other countries / their and other environments.</i>	<i>Understand what a map is. Look at different types of maps (simple, from fiction, school, evacuation). Begin to understand the use of symbols on a map.</i> <i>Observe and about the features of their own immediate environment (including home, school and grounds)</i>

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	<i>Explore the natural world around them – observations, drawing animals and plants.</i>			
Year 1	<i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</i> <i>Compare Sheffield (City) and The Peak District (Countryside)</i> • <i>Compare London and Edinburgh</i>	• <i>To find where Sheffield is on a variety of maps of the UK and the world</i> • <i>To find where Walkley is on a simple map of Sheffield and Satellite image</i> • <i>To discuss and label what they can see on a local aerial photograph of Walkley</i> • <i>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> • <i>To point out the north pole and south pole are on a globe and atlas</i> <i>England, Ireland, Scotland, Wales, North Sea, English Channel and Atlantic Ocean.</i>	• <i>Identify some of the human and physical characteristics of the some of the countries in the UK</i> • <i>Identify some of the human and physical features of London (Capital City)</i> • <i>Identify some of the human and physical features of Edinburgh (Capital City)</i> • <i>Identify some of the human and physical features of Sheffield (City)</i> • <i>identify seasonal weather patterns in the United Kingdom</i> • <i>Identify weather patterns over the course of a school week</i> • <i>key physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>key human features, city, town, village, factory, farm, house, office and shop</i>	• <i>Using a range of maps and globes, recognise and begin to identify where the equator and north and south poles are located</i> • <i>To draw a simple map of the school</i> • <i>To begin to recognise map symbols</i> • <i>To make simple observational photographs and drawings of the different buildings in Walkley</i> • <i>Ask simple questions e.g. what is it like to live in this place?</i> • <i>Use simple observational skills to study the geography of the school grounds</i> • <i>Use simple maps and photographs including a variety of aerial, satellite and terrestrial</i> • <i>Use locational language (e.g. near, far, left and right)</i> • <i>Begin to use simple compass directions to follow a course and recognise the four points</i> • <i>Know their house number and street name</i>

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Year 2	• Compare London (City) to Tokyo (Non-European) • Compare Cardiff (UK Capital city) and Port Moresby (Papua New Guinea capital island locations/NonEuropean)	• To describe where countries are in relation to the North and South pole. • To name the continents of the world and find them in an atlas/on a map or globe. • To name the world's oceans and find them in an atlas/on a map or globe. • To point out where the equator is. • To discuss which places are hot and cold based on their position near the equator. Europe, Africa, Antarctica, North America, South America, Asia and Australasia (Oceania), North Pole, South Pole, Equator Atlantic, Pacific, Indian, Southern and Arctic ocean. England, Ireland, Scotland, Wales	Identify some of the human and physical characteristics of some of the countries in the UK • Identify some of the human and physical features of Tobago (Non-European) including weather patterns and location to the equator • Identify some of the human and physical features of London (Capital City) • Identify some of the human and physical features of Cardiff (Capital City) • Identify some of the human and physical features of Sheffield (City) • Identify daily weather patterns and rainfall for a week in school 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,	Using a range of maps and globes, recognise and begin to identify where the equator and north and south poles are located • To draw a map of the school and its grounds • Recognise and use a range of simple map symbols from simple plans and street maps • To make annotated fieldwork sketches based on observation • Use observational skills to study the geography of the local area (Survey of shops) • Using simple maps and street plans • A trip to Clethorpes coast to identify human and physical coastal features. • Use locational language • To use compass direction and recognise the four points of the compass • Compare and contrast features using terrestrial and aerial photographs • Make simple observations and recordings (Pictograms, tally charts, bar graph, Venn diagram and tables) • Know their name and address, including postcode

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		<i>London, Cardiff, Edinburgh and Belfast.</i>	<i>harbour and shop</i>	
Year 3	<i>Explain the similarities and differences of Sheffield (UK) and 1.Mexico• 2. A region of Brazil with the Amazon Rainforest through the human and physical features (3) Volcanic region</i> <i>Physical Rainforest, Mountains and Deserts Land-locked countries much larger continent Coastal Beaches Amazon – largest by volume Andes – world’s largest mountain range</i>	• Know the names of and locate at least eight major capital cities across the world (e.g. link to History topics) • Know where the equator, Tropic of Cancer, Tropic of Capricorn, northern and southern hemisphere are on a world map • Know what is meant by the term ‘tropics’ ‘biome’ and ‘vegetation belt’	• physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes • To study the Rainforests biomes and the impact of deforestation upon the planet and its people. • To describe the specific features of a biome and describe their relative localities. • To understand what is a vegetation belt and how this influences human settlement. • Study human geography, including: types of settlement and and the distribution of natural resources including energy, food, minerals and water	• Using a range of maps and atlases; locate a variety of countries and capitals in the world, identify lines of longitude and latitude (volcanic and earthquake sites) • Using a range of maps and atlases (digital online mapping and data retrieval (google earth): locate the equator, the Tropics of Cancer and Capricorn • Create sketch maps of the local area and begin to develop a key. • Using an Ordnance Survey map 1:25,000; • Explain some OS symbols by using a key • find Four figure grid references • Begin to demonstrate an understanding of the eight points of a compass • Compare and contrast human and physical features using terrestrial, aerial and satellite photographs • observe and measure in local area field trip to South Road (traffic survey and pedestrian

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				count, land use mapping) • Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs)
Year 4	Identify the similarities and differences of the UK's Deciduous forest biome and the Taiga Forest Biome in Sweden	• Know the names of and locate at least eight European countries (e.g. link to History topics) • Look at maps of the continent of Europe (including Russia) • Know the names of and locate at least eight counties and at least six cities in England (e.g., York, Norfolk, Carlisle, Merseyside, City of London and Sheffield) • Know, name & locate the main rivers in the UK (e.g. Thames, Trent and Severn) and across the world. • Know the names of four countries from the southern and four from the northern hemisphere. (Italy, UK, France, Spain) • Know the main mountain regions are in the UK (e.g. Pennines and Snowdonia) and across the world (Himalayas, Andes, Atlas)	• To understand how the Romans shaped the UK's infrastructure. • Know how settlements are formed and the key features that humans look for. • Categorise and map land use, using simple sketch maps and keys. • To understand Water cycle and rivers (revision from y3) • To locate and name a number of the world's longest rivers (Nile, Amazon, Yangtze)	• Using an Ordnance Survey map 1:25,000; • Explain a range of OS symbols and use the key • give Four figure grid references • Use the eight points of a compass • Compare and contrast human and physical features using a range of photographs, maps, digital and printed resources. • Reach conclusions through using data and images of deforestation. • observe and measure (varying speed of river at different points) • Demonstrate an understanding of recording, presenting and interpreting data on Rivers and Mountains (bar charts, tables, line graphs, flow line)

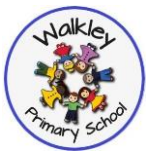
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		<i>Mountains, Alps, Rocky Mountains)</i>		
Year 5	<i>Evaluate the similarities and differences of living in the UK (Sheffield) and region of India • Through physical and human feature (including time zones).</i> <i>• Reach informed conclusions about jobs/ settlement/ location/ climate/ human and physical features.</i>	<i>Know the names of a number of European capitals (e.g. link to History topics)</i> <i>Know about time zones, Greenwich Meridian, Arctic and Antarctic circle and work out times differences.</i>	<i>Describe and understand key aspects of:</i> <i>To locate on maps member countries of the Commonwealth</i> <i>Understand that Africa is a continent which has many countries in it</i> <i>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</i> <i>To examine where the world has a wealth of natural resources and how this impacts upon the people.</i>	<i>Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) locate countries and capitals from around the world including the northern and southern hemisphere. • Using an Ordnance Survey map 1:25,000; • Classify a range of OS symbols and key • Six figure grid references • Estimate height using contour lines • Use the eight points of a compass • Reach informed conclusions on locational studies using terrestrial, aerial and satellite photographs. • Reach conclusions through using data and images of deforestation. • observe and measure on Forest Field Trip -plantation of trees, identification key for tree type, (rainfall, temperature) • Demonstrate an understanding of recording, presenting, interpreting and evaluating data (pie charts, climate graphs)</i>
Year 6	<i>Critique the similarities and differences of living in the UK (Sheffield) and in • 1) a Grassland region in North America (Florida) through</i>	<i>Know about time zones, Greenwich Meridian, Arctic and Antarctic circle and work out latitude and longitude coordinates. • Know the names</i>	<i>Describe and understand key aspects of:</i> <i>physical geography, including: climate zones, biomes Grassland</i>	<i>Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) to explore migration, locate countries and places of interest.</i>

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	<i>physical and human features.</i> Evaluate the natural resources/migration/ jobs/ settlement/ location/ climate/ human and physical features	<i>of, and locate, a number of North American countries and key cities (e.g. link to History topics)</i>	<i>human geography, including: types of settlement and land use,</i> <i>To explore economic activity and trade, trade links. To enquire into the reasons for human migration</i>	<i>Using an Ordnance Survey map 1:25,000; • Classify a range of OS symbols and key • Six figure grid references • Estimate height and slope using contour lines • Apply the eight points of a compass • Calculate straight line and actual distance using a scale line • Reach informed conclusions using terrestrial, aerial and satellite photographs (natural disasters, migration, trade and natural resources) • Observe and measure to carry out fieldwork. • Understand, interpret and evaluate data. • record and present findings to support enquiry question (scatter graphs, pie charts, climate graphs)</i>
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	GEOGRAPHICAL CONCEPTS						
	Place	Space	Scale	Interdependence	Cultural awareness	Environmental impact	Sustainable development
Nursery	Knowing where places are in the classroom, school and home. To have spatial awareness of the classroom and playground.	Understanding the geographical similarities, differences and links between home and classroom	To describe places in their classroom	To care for living things	To understand that people and places look different around the world	To begin to identify and describe different weather.	To care about our area and world. Tidying the classroom



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FS2	Knowing where places are in the classroom, school and home. To have spatial awareness	Understanding the geographical similarities, differences and links between home and school	To describe places in their classroom and the school	To care for living things	To understand that people and places look different around the world	To identify and describe different weather. To describe different seasons	To care about our area and world. Litter picking and tidying the playground
Year 1	Understanding the human and physical geography of a small area of the UK (Walkley): Housing, shops, parkland, tree, parkland	Understanding the geographical similarities, differences and links between places and regions in the UK: Scotland, Wales, Northern Ireland	Describe localities at a small scale, comparing other similar sized locations to their own local area. (Making a map and model of the school building. Using a 2 figure grid reference)	Begin to establish an understanding of the interaction between physical and human processes. To look at how land is used in Walkley.	Begin to understand that people and places are culturally diverse. (Within the UK)	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. (Learning about the seasons. Measuring rainfall with a gauge)	Begin to establish an understanding of the interaction between physical and human processes and impacts it creates. (Tidying the classroom, recycling paper, litter picking in school)
Year 2	Understanding the human and physical geography of an area of the UK (Sheffield)	Understanding the geographical similarities, differences and links between places and regions in the world (Belfast and Tokyo)	Describe localities at a small scale, comparing other similar sized locations to their own local area. (Making a map of the Forest School. Using a 2 figure grid reference)	Begin to establish an understanding of the interaction between physical and human processes.	Begin to understand that people and places are culturally diverse. (UK, Japan)	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	Begin to establish an understanding of the interaction between physical and human processes and impacts it creates. (Recycling, learning about plastic pollution in the ocean)
Year 3	Knowing where places are and	Understanding geographical	Describe localities at a larger scale	Establish an understanding of	Understand that people and places	Describe and understand key	Establish an understanding of

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	having spatial awareness of different countries using maps of the world and other sources leading to some understanding of their environmental regions, physical and human characteristics, countries and cities. (Mexico, Spain, South American continent. Lines of Latitude: Tropics and equator)	similarities and differences through studying the human and physical geography of areas of the world through descriptions, clips and photos. (Spanish Speaking world)	(local, national, international and global) comparing locations with their own location and with each other. (To begin to use 4 figure grid references)	the interaction between physical and human processes. (How communities are affected by volcanoes and earth quakes)	are culturally diverse. (Spanish speaking world)	aspects of human geography including types of settlement and land use and how that impacts on the physical geography. (Mexico city)	the impact between physical and human processes and what steps can be taken to improve the local and world environment.
Year 4	Knowing where places are and having spatial awareness of different countries using maps of the world and other sources leading to an understanding of their environmental regions, physical	Understanding geographical similarities and differences through studying the human and physical geography of areas of the world through, descriptions, clips, photos and diagrams	Describe localities at a larger scale (local, national, international and global) comparing locations with their own location and with each other. (comparing rivers and mountains. River settlements)	Establish an understanding of the interaction between physical and human processes. (Settlements by rivers)	Understand that people and places are culturally diverse. (Inuit people in Taiga settlements)	Describe and understand key aspects of human geography including types of settlement and land use and how that impacts on the physical geography. (settlements in Tiaga forest,	Establish an understanding of the impact between physical and human processes and what steps can be taken to improve the local and world environment. (river flooding, glaciers melting)

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	and human characteristics, countries and cities. (UK, Britain Political maps, climate, topography maps, identifying lines of latitude)	(Taiga forest biome comparison)				rivers and mountains)	
Year 5	Knowing where places are and having spatial awareness of different countries using maps of the world and other sources leading to a detailed understanding of their environmental regions, physical and human characteristics, countries and cities. (The continent of Africa, political maps, topography, climate and population maps. Use of longitude	Understanding geographical similarities and differences of human and physical geography in the world. (India)	Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other. (Study of India and the UK)	Establish an understanding of the interaction between physical and human processes. (settlements in desert regions, transport in cities including rivers and canals)	Understand that people and places are culturally diverse and begin to understand that the ways they interact with each are affected by their perceptions of the human and physical environments. (India and commonwealth countries)	Describe and understand key aspects of human geography including economic activity, trade links, and the distribution of natural resources including energy, food and water. (India stud)	Begin to understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems. (desertification, climate change and emissions)

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	and latitude. Time zones)						
Year 6	Knowing where places are and having spatial awareness of different countries using maps of the world and other sources leading to a detailed understanding of their environmental regions, physical and human characteristics, countries and cities. (The continent of North America, political maps, topography, climate and population maps. Use of longitude and latitude. Time zones)	Understanding geographical similarities and differences of human and physical geography in the world. (Grasslands biome, Study of USA and the UK)	Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other. (Study of USA, Islamic world)	Establish an understanding of the interaction between physical and human processes. (Land use of the Florida Wetlands)	Understand that people and places are culturally diverse and begin to understand that the ways they interact with each are affected by their perceptions of the human and physical environments. (Islamic world)	Describe and understand key aspects of human geography including economic activity, trade links, and the distribution of natural resources including energy, food and water. (Use of the Florida Wetlands, USA study)	Begin to understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems. (Negative affects of tourism on environment)