Geography

Key skills and knowledge by unit

Standard

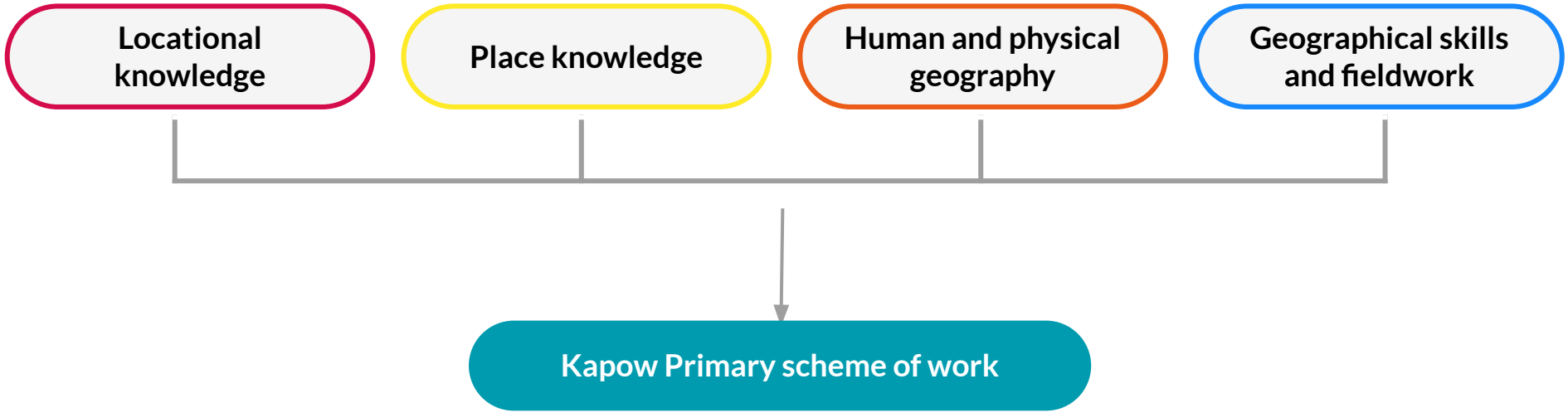
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Introduction

This document links to our Geography: Progression of knowledge and skills document and shows which units from Year 1 - Year 6 focus on developing each of the skills or knowledge statements. This document was created on 20.04.23 and the most current version of the document can always be found here.

There are pages at the end of the document which provide additional knowledge statements showing unit-specific knowledge for some of our Key stage 2 units. Please note that **key knowledge** is important for children to retain to progress through the Geography curriculum. The extra **additional knowledge** statements do *not* need to be retained in order for pupils to progress through the curriculum and therefore are not included in the Geography: Progression of knowledge and skills document.

The statements in this document are organised by strand:



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Year 1		What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Locating two of the world's seven continents on a world map.	Locational knowledge			✔
Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.				✔
Showing on a map which continent they live in.			✔	✔
Locating the four countries of the United Kingdom (UK) on a map of this area.			✔	
Showing on a map which country they live in and locating its capital city.			✔	
To know the name of two continents (Europe and Asia).			✔	✔
To know that a continent is a group of countries.			✔	✔
To know that they live in the continent of Europe.			✔	✔
To know that an ocean is a large body of water.				✔
To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean)				✔
To know that the UK is short for 'United Kingdom'.		✔	✔	✔
To know that a country is a land or nation with its own government.		✔	✔	
To know that the United Kingdom is made up of four countries and their names.			✔	✔
To know the name of the country they live in.		✔	✔	✔

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Year 1		What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Naming some key similarities between their local area and a small area of a contrasting non-European country.	Place knowledge			✔
Naming some key differences between their local area and a small area of a contrasting non-European country.				✔
To know that life elsewhere in the world is often different to ours.				✔
To know that life elsewhere in the world often has similarities to ours.				✔

Year 1		What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Describing how the weather changes with each season in the UK.	Human and physical geography		✔	
Describing the daily weather patterns in their locality.			✔	
Confidently using the vocabulary 'season' and 'weather'.			✔	
Recognising some physical features in their locality.		✔	✔	✔
Recognising some human features in their locality.		✔		✔
To know the four seasons of the UK.			✔	
To know that 'weather' refers to the conditions outside at a particular time.			✔	
To know that different parts of the UK often experience different weather.			✔	
To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.			✔	
To know that weather conditions can be measured and recorded.			✔	
To know that physical features means any feature of an area that is on the Earth naturally.				✔
To know that human features means any feature of an area that was made or built by humans.				✔

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Year 1		What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Using an atlas to locate the UK.	Geographical skills and fieldwork	✔	✔	✔
Using an atlas to locate the four countries in the UK.			✔	
Using a world map and globe to locate four of the world's seven continents (Europe and Asia)				✔
Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.				✔
Using directional language to describe the location of objects in the classroom and playground.		✔	✔	
Using directional language to describe features on a map in relation to other features (real or imaginary).		✔	✔	✔
Responding to instructions using directional language to follow routes.		✔	✔	
Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.			✔	✔

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Year 1		What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Recognising local landmarks on aerial photographs .	Geographical skills and fieldwork	✔	✔	✔
Recognising basic human features on aerial photographs.		✔		✔
Recognising basic physical features on aerial photographs .		✔		✔
Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.		✔		✔
Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.		✔		✔
Adding labels to sketch maps.				✔
Using simple picture maps and plans to move around the school.		✔	✔	
Asking questions about the world around them.		✔	✔	✔
Commenting on the features they see in their school and school grounds on a walk around the respective places.		✔	✔	✔
Asking and answering simple questions about the features of their school and school grounds.		✔	✔	✔

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Year 1		What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Geographical skills and fieldwork	✔	✔	✔
Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.		✔		
To know that an aerial photograph is a photograph taken from the air above.		✔		✔
To know that atlases give information about the world and that a map tells us information about a place.		✔		✔
To know that a map is a picture of a place, usually drawn from above.		✔		✔
To know that symbols are often used on maps to represent features.		✔		✔
To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).		✔	✔	✔
To know what a sketch map is.				✔
To know that a compass is an instrument we can use to find which direction is north.			✔	✔
To know which direction is N, S, E, W on a map.			✔	✔

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Year 2		Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Locating all the world's seven continents on a world map.	Locational knowledge	✔	✔	
Locating the world's five oceans on a world map.			✔	✔
Showing on a map the oceans nearest the continent they live in.			✔	✔
Locating the surrounding seas and oceans of the UK on a map of this area .				✔
Confidently locating the capital cities of the four countries of the UK on a map of this area.			✔	
Identifying characteristics (both human and physical) of the four capital cities of the UK.			✔	
Showing on a map the city, town or village where they live in relation to their capital city.			✔	
To be able to name the seven continents of the world.		✔	✔	
To be able to name the five oceans of the world.			✔	
To know that a sea is a body of water that is smaller than an ocean.				✔
To know that there are four bodies of water surrounding the UK and to be able to name them.				✔
To name some characteristics of the four capital cities of the UK.			✔	
To know the four capital cities of the UK.			✔	
To know that a capital city is the city where a country's government is located.			✔	

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Year 2		Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.	Place knowledge	✔		
Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.		✔		
Describing what physical features may occur in a hot place in comparison to a cold place.		✔		
To know some similarities and differences between their local area and a contrasting non European country.		✔		
Locating some hot and cold areas of the world on a world map.	Human and physical geography	✔		
Locating the Equator and North and South Poles on a world map.		✔		
Locating hot and cold areas of the world in relation to the Equator and the North and South poles.		✔		
Describing the key physical features of a coast using subject specific vocabulary.				✔
Describing and understanding the differences between a city, town and village.				✔
Describing the key human features of a coastal town using subject specific vocabulary.				✔

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Year 2		Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
To know that the Equator is an imaginary line around the middle of the Earth.	Human and physical geography	✔		
To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.		✔		
To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.		✔		
To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.		✔		
To know that coasts (and other physical features) change over time.				✔
To know some key physical features of the UK.			✔	
To know that a sea is a body of water that is smaller than an ocean.				✔
To know that human features change over time.				
To know some key human features of the UK.			✔	✔

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Year 2		Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Recognising why maps need a title.	Geographical skills and fieldwork		✔	✔
Using an atlas to locate the four capital cities of the UK.			✔	✔
Using a world map, globe and atlas to locate all the world's seven continents on a world map.		✔	✔	✔
Using a world map, globe and atlas to locate the world's five oceans.			✔	✔
Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.		✔	✔	✔
Using locational language and the compass points (N, S, E, W) to describe the route on a map.			✔	✔
Using a map to follow a prepared route.				✔
Recognising landmarks of a city studied on aerial photographs and plan perspectives.			✔	

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Year 2		Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Recognising human features on aerial photographs and plan perspectives.	Geographical skills and fieldwork	✔	✔	✔
Recognising physical features on aerial photographs and plan perspectives.		✔	✔	✔
Drawing a map and using class agreed symbols to make a simple key.			✔	✔
Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.			✔	✔
Finding a given OS symbol on a map with support.			✔	✔
Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).			✔	✔
Using an aerial photograph to draw a simple sketch map using basic symbols for a key.			✔	✔

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Year 2		Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Recognising there are different ways to answer a question.		✔	✔	✔
Discussing the features they see in the area surrounding their school when on a walk.	Geographical skills and fieldwork		✔	✔
Asking and answering simple questions about human and physical features of the area surrounding their school grounds.		✔	✔	✔
Collecting quantitative data through a small survey of the local area/school to answer an enquiry question				✔
Classifying the features they notice into human and physical with teacher support.			✔	✔
Taking digital photographs of geographical features in the locality.				✔
Making digital audio recordings when interviewing someone.				✔
Presenting data in simple tally charts or pictograms and commenting on what the data shows.			✔	✔
Asking and answering simple questions about data.				✔

Year 2		Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
To know that a globe is a spherical model of the Earth.	Geographical skills and fieldwork	✔		
To begin to recognise world maps as a flattened globe.		✔	✔	✔
To know that maps need a title and purpose.			✔	✔
To know that maps need a key to explain what the symbols and colours represent.			✔	
To know that a tally chart is a way of collecting data quickly.			✔	✔
To know that a pictogram is a chart that uses pictures to show data.				✔

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Locating some countries in Europe and North and South America using maps.	Locational knowledge	✔	✔		✔		✔
Locating some major cities of the countries studied.				✔		✔	✔
Locating key physical features in countries studied including significant environmental regions.		✔	✔	✔	✔	✔	✔
Locating some key human features in countries studied.			✔	✔	✔	✔	
Locating the world's most significant mountain ranges on a map and identifying any patterns.		✔					✔
Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.		✔					
Locating some of the world's most significant rivers and identifying any patterns.					✔		✔
Locating some counties in the UK (local to your school).				✔			
Locating some cities in the UK (local to your school).				✔			✔
Beginning to locate the twelve geographical regions of the UK.				✔			✔

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.	Locational knowledge			✔	✔		✔
Identifying how topographical features studied have changed over time using examples.		✔			✔		
Describing how a locality has changed over time, giving examples of both physical and human features.		✔		✔	✔		
Finding the position of the Equator and describing how this impacts our environmental regions.			✔		✔	✔	
Finding lines of latitude and longitude on a globe and explaining why these are important.			✔		✔		
Identifying the position of the Tropics of Cancer and Capricorn and their significance.			✔		✔	✔	
Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.			✔				
Identifying the position and significance of both the Arctic and Antarctic Circle.			✔			✔	

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
To know where North and South America are on a world map.	Locational knowledge		✔		✔	✔	✔
To know the names of some countries and major cities in Europe and North and South America.		✔	✔		✔		
To know the names of some of the world's most significant mountain ranges.		✔					✔
To know the names of some of the world's most significant rivers.				✔	✔		✔
To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.		✔					
To know that climate zones are areas of the world with similar climates.			✔		✔	✔	
To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).*			✔		✔	✔	
To know that biomes are areas of world with similar climates, vegetation and animals.*			✔		✔	✔	
To know the world's biomes. *			✔		✔	✔	
To know vegetation belts are areas of the world which are home to similar plant species.*					✔	✔	

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
To know the name of some counties in the UK (local to your school).	Locational knowledge			✔	✔		✔
To know the name of some cities in the UK (local to your school).				✔			✔
To know the name of the county that they live in and their closest city.				✔			✔
To begin to name the twelve geographical regions of the UK.				✔			✔
To know the main types of land use.*		✔	✔	✔	✔	✔	✔
To know some types of settlement.*		✔		✔			✔
To know that countries near the Equator have less seasonal change than those near the poles.			✔		✔	✔	
To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.			✔		✔	✔	
To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.			✔			✔	

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.	Locational knowledge		✔		✔	✔	
To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.			✔		✔	✔	
To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.			✔			✔	
To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.			✔				
To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.			✔				

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Describing and beginning to explain similarities between two regions studied.	Place knowledge		✔	✔	✔	✔	
Describing and beginning to explain differences between two regions studied.			✔	✔	✔	✔	
Describing how and why humans have responded in different ways to their local environments.		✔	✔	✔	✔	✔	✔
Discussing climates and their impact on trade, land use and settlement.			✔		✔	✔	
Explaining what measures humans have taken in order to adapt to survive in cold places.			✔				
Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.			✔	✔	✔	✔	
To know the negative effects of living near a volcano.		✔					
To know the positive effects of living near a volcano.		✔					
To know the negative effects an earthquake can have on a community.		✔					
To know ways in which communities respond to earthquakes.		✔					

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Mapping and labeling the six biomes on a world map.	Human and physical geography				✔	✔	
Understanding some of the causes of climate change.		✔			✔	✔	
Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.		✔					✔
Describing where volcanoes, earthquakes and mountains are located globally.		✔	✔				✔
Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.		✔		✔	✔		✔
Describing how humans use water in a variety of ways.			✔		✔		✔
Describing and understanding types of settlement and land use.			✔	✔	✔	✔	✔
Explaining why a settlement and community has grown in a particular location.				✔	✔	✔	✔
Explaining why different locations have different human features.			✔	✔		✔	✔
Explaining why people might prefer to live in an urban or rural place.			✔	✔		✔	
Describing how humans can impact the environment both positively and negatively, using examples.					✔	✔	

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.	Human and physical geography		✔		✔		✔
To know the courses and key features of a river.							✔
To know the different types of mountains and volcanoes and how they are formed.		✔					✔
To know that an earthquake is the intense shaking of the ground.		✔					
To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.*			✔		✔	✔	
To know the world's biomes.*			✔		✔	✔	
To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.			✔		✔	✔	
To know that climate zones are areas of the world with similar climates.*			✔		✔	✔	
To know the world's different climate zones.*			✔		✔	✔	
To know that climates can influence the foods able to grow.					✔	✔	

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
To know the main types of land use.*	Human and physical geography			✔	✔	✔	✔
To know the different types of settlement.*		✔		✔			✔
To know water is used by humans in a variety of ways.			✔	✔			✔
To know an urban place is somewhere near a town or city.				✔			✔
To know a rural place is somewhere near the countryside.				✔			✔
To know that a natural resource is something that people can use which comes from the natural environment.		✔	✔	✔	✔	✔	✔
To know the threats to the rainforest both on a local and global scale.					✔		
To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.						✔	
To know the UK grows food locally and imports food from other countries.				✔		✔	✔

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Beginning to use maps at more than one scale.	Geographical skills and fieldwork	✔	✔	✔	✔	✔	✔
Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.			✔	✔	✔	✔	✔
Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.			✔	✔		✔	✔
Using the scale bar on a map to estimate distances.			✔	✔		✔	
Finding countries and features of countries in an atlas using contents and index.		✔	✔	✔	✔	✔	✔
Zooming in and out of a digital map.			✔	✔			✔
Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.				✔			✔
Accurately using 4-figure grid references to locate features on a map in regions studied.			✔				✔
Beginning to locate features using the 8 points of a compass.			✔				✔
Using a simple key on their own map to show an example of both physical and human features.				✔			✔

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Following a route on a map with some accuracy.	Geographical skills and fieldwork			✔			✔
Saying which directions are N, S, E, W on an OS map.				✔			✔
Making and using a simple route on a map.			✔	✔	✔		
Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.				✔			✔
Beginning to choose the best approach to answer an enquiry question.				✔	✔	✔	✔
Mapping land use in a small local area using maps and plans.				✔	✔		✔
Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.					✔	✔	
Asking and answering one- step and two-step geographical questions.		✔		✔	✔	✔	✔
Observing, recording, and naming geographical features in their local environments.		✔	✔	✔	✔		✔
Using simple sampling techniques appropriately.		✔					
Making digital audio recordings for a specific purpose.						✔	

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Designing a questionnaire / interviews to collect qualitative fieldwork data.	Geographical skills and fieldwork					✔	
Taking digital photos and labelling or captioning them.		✔		✔			✔
Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.					✔		✔
Begin to use a simplified Likert Scale to record their judgements of environmental quality.							✔
Collecting quantitative data in charts and graphs.					✔		
Using a questionnaire / interviews to collect quantitative fieldwork data.					✔	✔	
Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.		✔			✔	✔	✔
Suggesting different ways that a locality could be changed and improved.					✔		✔
Finding answers to geographical questions through data collection.		✔		✔	✔	✔	✔

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
To understand that a scale shows how much smaller a map is compared to real life.	Geographical skills and fieldwork		✔	✔			✔
To recognise world maps as a flattened globe.		✔	✔		✔		✔
To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.				✔	✔		✔
To know that an OS map shows human and physical features as symbols.				✔	✔		✔
To know that grid-references help us locate a particular square on a map.						✔	✔
To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.			✔				✔
To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).				✔			✔
To know an enquiry-based question has an open-ended answer found by research.				✔	✔	✔	✔

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Lower key stage 2		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
To know how to use various simple sampling techniques.	Geographical skills and fieldwork	✔					
To know what a questionnaire and an interview are.					✔	✔	
To know that quantitative data involves numerical facts and figures and is often objective.					✔	✔	
To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.		✔	✔		✔		✔
To know a Likert scale is used to record people's feelings and attitudes.							✔
To know that quantitative data involves numerical facts and figures and is often objective.*					✔	✔	
To know what a bar chart, pictogram and table are and when to use which one best to represent data.				✔	✔		✔

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Upper key stage 2		Year 5			Year 6		
		What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Locating more countries in Europe and North and South America using maps.	Locational knowledge	✔		✔	✔	✔	
Locating major cities of the countries studied.		✔	✔	✔		✔	✔
Locating some key physical features in countries studied on a map.		✔	✔	✔		✔	✔
Locating key human features in countries studied.		✔	✔	✔	✔	✔	✔
Identifying significant environmental regions on a map.		✔	✔	✔			
Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.		✔		✔			
Locating many counties in the UK.					✔		
Locating many cities in the UK.						✔	✔

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Upper key stage 2		Year 5			Year 6		
		What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Confidently locating the twelve geographical regions of the UK .	Locational knowledge			✔	✔		✔
Identifying key physical and human characteristics of the geographical regions in the UK.			✔		✔	✔	✔
Understanding how land-use has changed over time using examples.				✔		✔	
Explaining why a locality has changed over time, giving examples of both physical and human features.		✔	✔	✔	✔	✔	
Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.				✔		✔	
Using longitude and latitude when referencing location in an atlas or on a globe.		✔		✔		✔	

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Upper key stage 2		Year 5			Year 6		
		What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
To know the name of many countries and major cities in Europe and North and South America.	Locational knowledge	✔		✔	✔	✔	✔
To know the location of key physical features in countries studied.			✔	✔			
To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).*				✔			
To know the name of many counties in the UK.					✔		
To know the name of many cities in the UK.					✔	✔	✔
To confidently name the twelve geographical regions of the UK.					✔		✔
To know that London and the South East regions have the largest population in the UK.					✔		
To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.				✔		✔	

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Upper key stage 2		Year 5			Year 6		
		What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Describing and explaining similarities between two environmental regions studied.	Place knowledge	✔		✔		✔	
Describing and explaining differences between two environmental regions studied.		✔		✔		✔	
Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.			✔	✔	✔		
Understanding how climates impact on trade, land use and settlement.		✔	✔	✔	✔	✔	
Explaining how humans have used desert environments.				✔			
Using maps to explore wider global trading routes.			✔			✔	
To know some similarities and differences between the UK and a European mountain region.		✔					
To know why tourists visit mountain regions.		✔					

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Upper key stage 2		Year 5			Year 6		
		What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Describing and understanding the key aspects of the six biomes.	Human and physical geography	✔		✔			
Describing and understanding the key aspects of the six climate zones.		✔	✔	✔			
Understanding some of the impacts and causes of climate change.		✔	✔	✔	✔	✔	
Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.		✔		✔			
Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.			✔		✔	✔	✔
Describing and understanding economic activity, including trade links.			✔	✔	✔	✔	
Suggesting reasons why the global population has grown significantly in the last 70 years.					✔	✔	
Describing the 'push' and 'pull' factors that people may consider when migrating.				✔	✔		
Understanding the distribution of natural resources both globally and within a specific region or country studied.				✔		✔	
Recognising geographical issues affecting people in different places and environments.		✔	✔	✔	✔	✔	✔
Describing and explaining how humans can impact the environment both positively and negatively, using examples.		✔	✔	✔	✔	✔	✔

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Upper key stage 2		Year 5			Year 6		
		What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
To know vegetation belts are areas of the world that are home to similar plant species.*	Human and physical geography	✔		✔			
To name and describe some of the world's vegetation belts.		✔		✔			
To know why the ocean is important.			✔				
To know the global population has grown significantly since the 1950s.					✔		
To know which factors are considered before people build settlements.				✔	✔		
To know migration is the movement of people from one country to another.					✔		
To know that natural resources can be used to make energy.				✔		✔	
To know some positive impacts of humans on the environment.			✔			✔	✔
To know some negative impacts of humans on the environment.			✔	✔	✔	✔	✔

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Upper key stage 2		Year 5			Year 6		
		What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Confidently using and understanding maps at more than one scale.	Geographical skills and fieldwork	✔	✔	✔	✔	✔	✔
Using atlases, maps, globes and digital mapping to locate countries studied.		✔	✔	✔	✔	✔	✔
Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.		✔	✔	✔	✔	✔	✔
Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).				✔		✔	✔
Using the scale bar on a map to calculate distances.		✔	✔				
Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.					✔	✔	✔
Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.						✔	✔
Beginning to use thematic maps to recognise and describe human and physical features studied.			✔		✔		

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Upper key stage 2		Year 5			Year 6		
		What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Using models and maps to talk about contours and slopes.	Geographical skills and fieldwork			✔		✔	
Selecting a map for a specific purpose.			✔			✔	✔
Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.		✔			✔	✔	✔
Accurately using four and six figure grid references to locate features on a map in regions studied.					✔	✔	✔
Confidently locating features using the 8 points of a compass.					✔		✔
Following a short pre-prepared route on an OS map		✔			✔		✔
Identifying the eight compass points on an OS map.							✔
Planning a journey to another part of the world using six figure grid references and the eight points of a compass.					✔		
Developing their own enquiry questions.					✔		✔
Choosing the best approach to answering an enquiry question.		✔	✔				✔
Making sketch maps of areas studied including labels and keys where necessary.		✔	✔			✔	✔
Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.			✔		✔	✔	✔

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Upper key stage 2		Year 5			Year 6		
		What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Selecting appropriate methods for data collection.	Geographical skills and fieldwork	✔	✔			✔	✔
Designing interviews/ questionnaires to collect qualitative data.		✔				✔	✔
Beginning to use standard field sampling techniques appropriately.			✔		✔		✔
Using GIS (Geographical Information Systems) to plot data sets.			✔		✔		✔
Using a simplified Likert Scale to record their judgements of environmental quality.					✔		✔
Conducting interviews/ questionnaires to collect qualitative data.		✔			✔	✔	✔
Interpreting and using real-time/live data.				✔			✔
Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.		✔	✔		✔	✔	✔

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Upper key stage 2		Year 5			Year 6		
		What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	Geographical skills and fieldwork	✔	✔	✔	✔	✔	✔
Evaluating evidence collected and suggesting ways to improve this.			✔		✔		✔
Analysing quantitative data in pie charts, line graphs and graphs with two variables.			✔	✔	✔		
To know that contours on a map show height and slope.				✔		✔	✔
To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.*				✔	✔	✔	✔
To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.			✔	✔	✔		✔
To know that a pie chart can represent a fraction or percentage of a whole set of data.			✔	✔	✔		
To know a line graph can represent variables over time.				✔			
To be aware of some issues in the local area.		✔	✔		✔		✔
To know what a range of data collection methods look like.		✔	✔		✔	✔	✔
To know how to use a range of data collection methods.		✔	✔		✔	✔	✔

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Year 3	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Additional knowledge from the unit	To understand the three ways volcanoes are classified (dormant, extinct, active).	To know the location and physical features of Antarctica (e.g iceberg, ice sheets, drifting ice and ice shelves).	To know the location and some examples of land use in New Delhi.
	To know the four layers of the Earth (inner core, outer core, mantle and crust) and their key properties.	To understand that Antarctica has no permanent population and why it is only tourists and researchers that visit (or live temporarily) in Antarctica.	To know some types of settlement patterns (e.g linear, nucleated, dispersed).
	To know that a tectonic plate is a piece of the Earth's crust.	To describe ways in which people have to adapt to living in a polar climate (e.g warmer clothing, specific equipment such as spiked boots and alternative transport like skidoos).	To know the benefits of living in an urban area (e.g a larger variety of job opportunities, a wider choice of schools and easy access to transport systems).
	To know the three types of plate boundaries; convergent, divergent and transform.	To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.	To know the benefits of living in a rural area (e.g access to the countryside and nature, a strong sense of community and a calmer and slower way of life).

Year 4	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Additional knowledge from the unit	To know that the Amazon rainforest is a tropical rainforest.	To know that meat products have the largest negative impact on the environment.	To know the longest river in the UK (The River Severn) and the world (The River Nile).
	To know the four layers of the rainforest and their properties (forest floor, understory, canopy and emergent.)	To know that food miles can impact negatively on the environment.	
	To know ways that plants have adapted to growing in the Amazon rainforest; (e.g. drip tip leaves, smooth tree bark, buttress roots and lianas.)	To know that eating plant-based alternatives will help fight climate change.	
	To know what 'indigenous' means when referring to people who live in the Amazon rainforest.	To know that imported food goes through a process, and many different locations, to get to the UK.	
	To know what changes we can make to help reduce and prevent further global warming, such as reusing cleared spaces and reducing our consumption of meat.		

Please note that it is not essential that all children retain the **additional** knowledge in order to progress through the curriculum.

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Year 5	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
Additional knowledge from the unit	To know that a tourist is a person who travels to a place for pleasure.	To know the ocean's place in the water cycle.	To identify some physical features found in deserts (salt flats, rock arches, sand dunes, mushroom rocks and mesas).
	To know which continent the Alps are located.	To know the location of the Great Barrier Reef.	To know the location of the Mojave Desert (largely in California, USA, North America).
	To know which countries the Alps run through.	To know ways we can help to keep our oceans healthy (avoid single-use plastic, recycle, only buying what is needed, buying second-hand, reusing and repurposing items, educating others, buying sustainable food, reducing and using natural chemicals, walking or cycling).	To know the location of some of the largest global deserts in each continent.
	To know reasons why tourists travel to the Alps.	To know the threats to oceans and corals.	To know some of the environmental threats to deserts (flash floods, drought and desertification).

Year 6	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Additional knowledge from the unit	To know that population distribution is how people are spread over an area.	To know what we use energy for.	To know about local issues in the area.
	To know that a densely populated area is an area that has a large population relative to its size.	To know some of the benefits and drawbacks of both renewable and non-renewable energy sources.	
	To know that a sparsely populated area has fewer people relative to its size.	To know that countries trade energy.	
	To know that refugees have to migrate involuntarily.		
	To know that London and the South East regions have the largest population in the UK and give reasons for this such as it being the capital city with many job opportunities.		
	To recall the many impacts immigrants have on the the UK population such as increased job opportunities, contributions to the economy, a greater need for housing and potential overcrowding in areas.		

Please note that it is not essential that all children retain the **additional** knowledge in order to progress through the curriculum.

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