

Saint John the Evangelist Catholic Academy
 Progression of Skills Document – Geography - 2024-2025

Locational knowledge	National Curriculum Key Stage One :		National Curriculum Key Stage Two:				
	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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). <p>Key Stage 3 -extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>				
EYFS	Year one	Year Two	Year Three	Year Four	Year 5	Year 6	KS3
<p>Understanding the World (People and communities) Children know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>Understanding the world (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another</p>	<ul style="list-style-type: none"> identify the United Kingdom and its countries. name the three main seas that surround the UK. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world. 	<ul style="list-style-type: none"> Name and locate some of the counties (at least 8) and cities (at least 6) of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. <p>Know, name and locate the main rivers in the UK</p> <ul style="list-style-type: none"> Name and locate at least eight countries of Europe and their capital cities (Surrounding Italy, Italy and within the UK). identify the main physical and human characteristics of two European countries (Italy and the UK). 	<ul style="list-style-type: none"> Know where the main mountain regions are in the UK. Know, name and locate the main rivers in the world. Know the names of four countries from the southern and four from the northern hemisphere. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Describe some of the characteristics of these geographical areas. 	<ul style="list-style-type: none"> Know the names of, and locate, a number of South or North American countries. Know the names of a number of European capitals. Describe how locations around the world are changing and explain some of the reasons for change. (human causes, natural disasters etc.) <p>Identify and understand the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, and time zones (including day and night).</p>	<ul style="list-style-type: none"> Name and locate an increasing amount of the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Know the names of an increasing number of European capitals. 	<ul style="list-style-type: none"> -Students will look at various locations which alter each year based upon news events which have happened that summer. -Students will accurately locate the key case study regions, including: <ul style="list-style-type: none"> -Pacific Ring of Fire -Indonesia -Japan -Nepal

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							<ul style="list-style-type: none">-Students will accurately locate the key case study regions, including:<ul style="list-style-type: none">-Ghana-UK-India-Bangalore (India)-Dharavi (India)-Broadwater Farm (UK)-Kensington/Chelsea (UK)-Grenfell (UK) -Students will accurately label a map of Africa, including the 54 countries and capital cities -Students will accurately locate the key case study regions, including:<ul style="list-style-type: none">-Rwanda-South Sudan
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							<ul style="list-style-type: none">-Johannesburg-Lagos-Sahara Desert -Students will accurately locate the key case study regions, including:-China-Nigeria-Bangladesh-India-Burkina Faso-UK-USA --Students will accurately locate the key case study regions, including:-Dovedale (UK)-Scotland-Amazon River (Brazil)
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Place Knowledge, human and physical Geography	Key Stage One :		Key Stage Two:				
	<ul style="list-style-type: none"> 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. 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: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 		<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Key Stage Three:</p> <p>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p> <p>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <ul style="list-style-type: none"> physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems 				
<p>Year one</p> <p>Year Two</p>	<p>Year Three</p> <p>Year Four</p> <p>Year 5</p> <p>Year 6</p>						
<p>Understanding the world (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom Know where the North Pole and South Pole are on a globe. <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to Equator, the North and South Poles. 	<ul style="list-style-type: none"> know the main differences between city, town, village, coastal or rural area. and key human features that would be found in them including factory, farm, house, office, shop Understand some of the advantages and disadvantages through studying the human and physical geography of a small area of the UK and a contrasting non-European country. Know the main human & physical geographical similarities and differences between a place in England and that of a small place in a non-European country. Identify the location of hot and cold areas of the world in 	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Use a range of resources to identify the key physical and human features of a location. Describe geographical similarities and differences between countries. Know at least five differences between living in the UK and a Mediterranean country. Compare the main physical and human characteristics of two European countries (Italy and the UK). Describe key aspects of: <ul style="list-style-type: none"> physical geography: volcanoes and earthquakes; 	<ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, and the water cycle. human geography, including: <ul style="list-style-type: none"> Know why most cities are located by a river. Know the name of and locate a number of the world's longest rivers. Know the names of a number of the world's highest mountains. 	<ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Know key differences between living in the UK and in a country in either North or South America. Understand some of the reasons for geographical similarities and differences between countries. Know what is meant by biomes and what the features of a specific biome are. Label layers of a rainforest and know what deforestation is. 	<ul style="list-style-type: none"> Describe aspects of geographical diversity across the world. Begin to understand and describe how countries and geographical regions are interconnected and interdependent. Know main human and physical differences between developed and third world countries. Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 	<p>-Students will look at various locations which alter each year based upon news events which have happened that summer.</p> <p>-Students will look at the features of the areas below in relation to the topic, regarding their locations on plate margins and features such as</p>

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	<ul style="list-style-type: none"> Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. <p>Identify human features of a locality including farm, house, shop</p> <ul style="list-style-type: none"> Identify the following physical features: cliff and beach, weather 	<p>relation to the Equator, North and South Poles.</p> <ul style="list-style-type: none"> Identify the following physical features: mountain, lake, island, valley, river, cliff, forest, beach, coast, hill, ocean, soil, vegetation and weather. 	<p>Label the different parts of a volcano. Know what causes an earthquake.</p> <p>- human geography,: land use in UK and European countries studied.</p>			<ul style="list-style-type: none"> Know why industrial areas and ports are important 	<p>volcanoes/earthquake risk:</p> <ul style="list-style-type: none"> -Indonesia -Japan -Nepal <p>-For each of the areas listed within the 'locational knowledge', students will look at the level of development of each (LIC/NEE/HIC), the levels of poverty within the region and factors relating to the development gap</p> <ul style="list-style-type: none"> -Rwanda – economic and political context, conflict and genocide (civil war) -South Sudan – economic context, food, water and health disparities, famine
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								<ul style="list-style-type: none">-Johannesburg – example of a wealthier region-Lagos – example of a region with mixed wealth, slums-Sahara Desert – ecosystem (desert) example-Students will look at the locations listed in 'locational knowledge' through a case study context, relating to exploitation, corruption, problems and benefits of the TNCs:-China – Apple-Nigeria – Shell/e-waste-Bangladesh – Primark-India – Coca-Cola-Burkina Faso – Nestle
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							<p>-UK – Primark/e-waste</p> <p>-USA – Apple/e-waste</p> <p>Students will focus predominately on the UK and how physical processes have impacted the shape of the landscape, including the impacts of rock type, glaciation and river processes, particularly in Scotland, with a visit to Dovedale.</p> <p>Human and physical:</p> <p>-Students will look at a range of news events which have happened during the summer, some of which will link to human geography (such as wars, migration issues, etc) and some which will link to physical</p>
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							<p>geography (such as earthquake, extreme weather etc).</p> <p>-Human geography covered includes the economic development of the countries listed, social and economic impacts of disasters and the varying responses</p> <p>-Physical geography covered includes the structure of the earthquake, tectonic plate margins, earthquakes, volcano types and features and tsunamis.</p> <p>-Human geography includes the economic development of the countries studies, the Brandt Line, the difference between absolute and relative poverty, the development gap</p>
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							<p>including how quality of life varies between different countries and within different countries, child poverty and the social, economic and political implications of these factors.</p> <p>-Human geography includes the study of colonialism and its impacts, political corruption and conflict within the continent (genocide in Rwanda) and food, water and health disparities in different regions (South Sudan)</p> <p>-Physical geography includes the varying physical features within Africa, such as the ecosystems including deserts (Sahara), savanna grasslands and</p>
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							<p>tropical rainforests (Congo)</p> <p>Human geography includes what globalisation is, the role of TNCs (positives and negative impacts on both the HIC and LIC/NEE) and specific case study examples</p> <p>-Physical geography – the environmental impacts caused due to TNCs including environmental degradation, water pollution (oil spills), groundwater contamination, soil contamination, etc.</p> <p>-Physical geography includes physical processes such as rock type and how this affects the shape of the land, the impacts of past glaciation and simple glacial</p>
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							processes/features (glacial erosion and U- shaped valleys), processes of erosion and basic river landforms (waterfalls, v-shaped valleys, meanders, floodplains)
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Geographical skills and fieldwork	National Curriculum Key Stage One:		National Curriculum Key Stage Two				
	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. Key Stage Three: build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field <ul style="list-style-type: none"> interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. 				
EYFS	Year one	Year Two	Year Three	Year Four	Year 5	Year 6	
Understanding the world (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of the school and its surrounding environment. Know and recognise main weather symbols. Devise a simple map; and use and construct basic symbols in a key 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Use simple compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and capitals. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Build on knowledge and understanding of how to use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> Use a range of geographical resources to give more detailed descriptions of the characteristic features of a location. Know how to use graphs to record features such as temperature or rainfall across the world. 	<ul style="list-style-type: none"> Use different types of fieldwork to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Use the eight points of a compass, four and six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 	<ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries discussed -To accurately utilise the geography compass rose -Use maps, atlases, globes and digital/computer mapping to locate countries discussed -To accurately utilise the geography

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		location of features and routes on a map.					<p>compass rose and apply it to the case study impacts discussed</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries discussed</p> <p>-To accurately utilise the geography compass rose and apply it to the case study impacts discussed</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries discussed</p> <p>-To accurately utilise the geography compass rose and apply it to the case study impacts discussed</p> <p>-Use maps, atlases, globes and</p>
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							<p>digital/computer mapping to locate countries discussed</p> <p>-To accurately utilise the geography compass rose and apply it to the case study impacts discussed</p> <p>-River fieldwork to Dovedale (as a combined field trip with the Art department) – Geography focus is to look at river processes and features in action which have helped to shape the landscape</p>
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