



*Curriculum overview for
parents and carers*

Geography

*Summary of key Geography learning for Reception to
Year 6.*



Grammarsaurus Geography Skills Progression



Disciplinary Knowledge

Locational Knowledge

Place Knowledge

Human and Physical
Geography

Geographical Skills
and Fieldwork

Disciplinary Concepts

Place

Space

Scale

Interdependence

Physical and
Human Processes

Environmental
Impact

Sustainable
Development

Cultural Awareness
and Diversity

Curriculum Aims

- To develop contextual knowledge of the location of globally significant terrestrial and marine places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
 - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

Skills Progression

EYFS

Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Autumn	
Senses – Ourselves Food tasting/feely bags/Smelly & memorable! Plant daffodil & other bulbs Seasons –link to Harvest festival	Explore the natural world- Autumn walk Observe and talk about the changes that happen in autumn Days, month, seasons Living things: Nocturnal and diurnal animals Baking – mince pies
Spring	
Explore changing seasons Vehicles – slope inclines – how fast will vehicle travel? How do cars move? Is it easier to cycle/scoot uphill or downhill? Baking – Space (Rock) buns Identifying similarities/difference: Materials - Waterproof and not waterproof - Recyclable and not recyclable	Explore the natural world- Walk and look for the signs of spring. Life cycles frogs – visit to school pond Talk to an adult about what has been found/found out Seasons art Lamb/Shepherd Visit (Chloe) Observing daffodils/bulbs planted Weather patterns
Summer	
With support or prompting, talk about what might happen based on their own experiences Demonstrate curiosity Observations animals & plants know about similarities and differences in relation to different animal habitats Planting & grow veg (butter beans & measure) Identify similarities fruit/veg What do plants need to grow? How plants grow without light, water, soil and air Small world props (Farms) How animals live & how look after them in different environments Living things - Body parts of familiar animals - Adult and baby animals - How animals move. - Sounds animals make	Seasons – signs of summer – how to stay safe in the sun Which materials melt in the Sun and which do not? Make simple predictions about what they think might happen Carry out simple investigations Use senses and simple equipment to explore the world around them, e.g. binoculars and magnifying glasses Baking bread - Identify similarities and differences in relation to dough and cooked bread

Grammarsaurus Geography Skills Progression



Y1

The world and my school

Where in the world do I live?



Place Knowledge	Locational Knowledge		Physical and Human Geography
Place	Space	Scale	Physical and Human Processes
I can understand that places can have meaning to people.	I can understand that the world has seven continents. I can understand that the UK is split into countries and surrounding seas.	I can understand how my local area fits within the United Kingdom. I can understand how my classroom fits within the school. I can understand how my school fits on the street.	I can identify seasonal and daily weather patterns in the UK. I can identify how the weather varies around the world. I can identify human and physical features.

Y1

Our Local Park

What is at our local park? How do people get there?



Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	
I can understand that places can have meaning to people.	I can identify some key human and physical features of my local area.	I can understand how my local park fits within my local area.	I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.	I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I can collect and record simple data. I can present simple data in a chart.



Grammarsaurus Geography Skills Progression



Y1

Our School Grounds

Do our school grounds support plant life?

Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	
I can understand that places can have meaning to people.	I can identify some key human and physical features of my local area.	I can understand how my local park fits within my local area.	I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.	I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I can collect and record simple data. I can present simple data in a chart.

Y2

My Local Area and Tulum, Mexico

What are the similarities and differences between my town and Tulum, Mexico?

alternative unit

My Local Area and Tromsø, Norway

What are the similarities and differences between my town and Tromsø, Norway?

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries and surrounding seas.	I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico/Norway is a North American/European country.	I can understand that the poles and equator impact the climate on Earth. I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.	I can understand the similarities and differences between my country and other countries.	I can use atlases and globes to discover the continents and oceans of the world. I can use compass directions and locational and directional language to describe the location of features on a map. I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. I can use a key. I can use simple fieldwork and observational skills to study the school's geography.



Grammarsaurus Geography Skills Progression



Y2

Investigating weather and climate

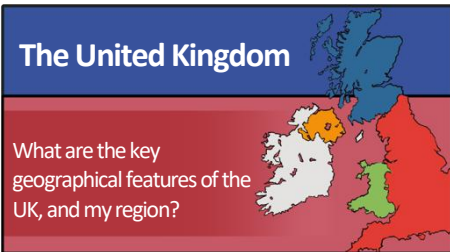
How can we record and measure weather phenomena?

Physical and Human Geography	Geographical Skills and Fieldwork
Physical and Human Processes I can understand the differences between weather and climate. I can understand that the poles and equator impact the climate on the Earth. I can identify hot and cold areas of the world in relation to the poles and the equator.	I can carry out a geographical enquiry using simple fieldwork and observational skills. I can collect weather data using the equipment. I can record weather data. I can present my data. I can analyse data.

Grammarsaurus Geography Skills Progression



Y3



Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	
I can understand that places can have meaning to people. I can understand that people can choose to use land differently, and I can give some examples.	I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that counties contain settlements.	I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England. I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.	I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes in the UK, including settlements and land use. I understand that land use patterns change over time. I can identify some key human and physical features of the UK and my region.	I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live.	I can use compass points, four-figure grid references, symbols, and keys. I can devise a sketch map of my local area. I can identify physical features on a map. I can locate settlements on a map. I can use maps and atlases to discover the United Kingdom.

Geographical Skills and Fieldwork

Grammarsaurus Geography Skills Progression



Y3

Land use, economic activity and travel

What facilities are in my local area, and how do people travel there?



Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Interdependence	
I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples.	I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial.	I understand that hamlets, villages, towns and cities are settlements of different sizes.	I understand human processes in the UK, including settlements and land use.	I understand that UK settlements rely on different areas of land use to thrive.	I can plan a geographical enquiry using fieldwork and observational skills. I can use digital mapping to collect data. I can record data using tables and questionnaires. I can present collected data using bars and charts. I can analyse data and explain what I have learnt.



Grammarsaurus Geography Skills Progression



Y4

Italy



What are the similarities and differences between my region and Campania, Italy?

alternative unit

Greece



What are the similarities and differences between my region and the South Aegean, Greece?

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	I can use atlases, maps and globes to locate places and describe features studied.
I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography. I can understand the similarities and differences between my region and Campania/South Aegean and give some examples.	I can identify the continents of the world. I can use maps to identify some of the countries of Europe and their capital cities. I can identify some key physical features and settlements in Campania/South Aegean. I can identify the location of my region in England and the key human and physical features. I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian.	I can understand how my region is an area within England with different-sized settlements. I can understand that Campania/South Aegean is a region within Italy/Greece, with settlements of different sizes. I can understand that England and Italy/Greece are countries within the continent of Europe.	I can understand that physical processes are the natural forces that change Earth's physical features. I understand how tectonic movement has shaped the Earth's surface. I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece. I understand human processes in my region and Campania/South Aegean, including settlements and economic activity.	I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	



Grammarsaurus Geography Skills Progression



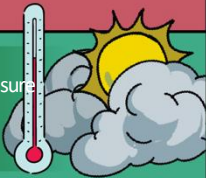
Geographical Skills and Fieldwork

Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Space	Physical and Human Processes	
I can identify climate zones worldwide and their relation to the equator and poles.	I can understand the differences between weather and climate and give examples. I can explain how the equator, poles, circles and tropics affect climate. I can give reasons for the climate and weather in the United Kingdom. I can identify climate zones worldwide and their relation to the equator and poles.	I can plan a geographical enquiry using fieldwork and observational skills. I can collect weather data using a range of equipment. I can record weather data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.

Y4

Investigating weather and climate

How can we record and measure weather phenomena?



Grammarsaurus Geography Skills Progression



Y5

The United States



What are the similarities and differences between my region and the Western United States?

Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	I can use atlases, maps and globes to locate places and describe features studied.
I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.	I can identify the location of my region in England and the key human and physical features. I can identify some of the countries of North/South America and their capital cities. I can identify some key settlements in the Western USA/Northern Brazil. I can give examples of how the landscape in the Western USA/Northern Brazil varies massively, e.g. climate zones, vegetation belts and biomes. I can identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA/Northern Brazil. I can identify the Prime/Greenwich Meridian and time zones, including day and night.	I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand that England is a country within the continent of Europe. I can understand that the USA/Brazil is a country within the North American/South American continent. I can understand that Western USA and Northern Brazil are regions within the USA and Brazil. I understand that there are states, cities, and towns within the West Region of the USA and the North Region of Brazil. I can make comparisons between my country and the USA/ Brazil in terms of the size of the land and the population.	I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA/Northern Brazil. I can understand how tectonic movement has shaped the Earth's surface. I understand human processes in my region and Western USA/Northern Brazil, including settlements and economic activity.	I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	



Grammarsaurus Geography Skills Progression



Y5



Place Knowledge	Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Place	Space	Physical and Human Processes	
I can understand that physical features are significant within the local area in which they are located.	I can identify the names and locations of the five longest rivers in England. I can identify the location of a river in my region. I can identify the location of the River Trent.	I can identify key features of the River Trent basin, including the source and the mouth. I can understand what rivers are and how they are formed. I can name and explain the different features of rivers.	I can plan a geographical enquiry using fieldwork and observational skills. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.

Grammarsaurus Geography Skills Progression



Y6

UK Depth Study

What is the economic activity of the UK and how sustainable is it?



Place Knowledge	Locational Knowledge		Physical and Human Geography			
Place	Space	Scale	Physical and Human Processes	Interdependence	Environmental Impact	Sustainable Development
I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	I can identify the location of my region within England. I can use clues to identify my region's key human and physical geographical features and landmarks.	I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.	I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. I can explain how economic activity in the United Kingdom has changed over time.	I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. I can understand that events in other places can impact the UK.	I can outline the environmental impact caused by different economic activities in the UK.	I can use facts and evidence to judge the sustainability of economic activity in the UK.

Y6

Sustainability

How can our school reduce its plastic waste?



Place Knowledge	Physical and Human Geography				Geographical Skills and Fieldwork
Place	Physical and Human Processes	Interdependence	Environmental Impact	Sustainable Development	
I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.	I can understand that human actions can disrupt the natural physical processes on Earth.	I can understand that what happens in the United Kingdom can impact other places. I can understand that events in other places can impact the UK. I can understand that the actions of individuals can have a large-scale impact.	I can explain the impact that plastic waste has on the environment.	I can make suggestions on how the school can reduce the impact it is having on the environment.	I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.

Geography Vocabulary Progression Year 1 – Year 6



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational & Place Knowledge	The World and My School: address, capital, city, continent, country, local area, settlement, town, village Our Local Park: journey, local, route	My Local Area and Tulum, Mexico: capital, city, continent, country, Earth, equator, landmark, location, town, village My Local Area and Tromsø, Norway (alternative unit): capital, city, continent, country, Earth, equator, landmark, locality, town, village My Local Area and Luxor, Egypt (alternative unit): capital, city, continent, country, Earth, equator, hemisphere, landmark, local area, North Pole, South Pole, town, village Weather and Climate: equator, North Pole, poles, South Pole,	The United Kingdom and my Region: capital, city, continent, country, county, landmark, land use, locality, location, region Land use: city, hamlet, land use, rural, semi-rural, settlement, site, suburb, suburban, town, urban, village	My Region and Campania: Arctic Circle, capital, city, continent, country, county, equator, hemisphere, landmark, land use, latitude, longitude, poles, region, tropic of Cancer, tropic of Capricorn My Region and the South Aegean (alternative unit): Arctic Circle, capital, city, continent, country, county, equator, hemisphere, landmark, land use, latitude, longitude, poles, region, tropic of Cancer, tropic of Capricorn Weather and Climate: equator, North Pole, poles South Pole Locality: aerial view, urban	My region and the Western United States: Arctic Circle, capital, city, continent, conurbation, country, county, equator, global, hemisphere, landmark, land use, latitude, locality, location, longitude, megacity, metropolis, region, state, time zone, tropic of Cancer, tropic of Capricorn, village My region and the North Region of Brazil (alternative unit): Arctic Circle, capital, city, continent, conurbation, country, county, equator, global, hemisphere, landmark, land use, latitude, locality, location, longitude, megacity, metropolis, region, time zone, tropic of Cancer, tropic of Capricorn, village Biomes and Ecosystems: latitude, longitude,	Economic Activity of the UK: rural, urban

Geography Vocabulary Progression Year 1 – Year 6



Human and Physical Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	General: human features, physical features The World and My School: autumn, beach, cliff, coast, equator, factory, farm, forest, globe, harbour, hill, house, landmark, land use, mountains, North Pole, oceans, office, port, river, sea, seasons, shop, South Pole, spring, summer, temperate, temperature, valley, vegetation, winter Our School Grounds: plant life Our Local Park: facilities	My Local Area and Tulum, Mexico: beach, characteristics, cliff, climate, coast, coral reef, cenote, human feature, landscape, mangrove, marsh, Maya, North Pole, physical feature, rainforest, South Pole temperate, vegetation, weather My Local Area and Tromsø, Norway (alternative unit): aquarium, characteristics, climate, fjord, glacier, harbour, human feature, landscape, native, North Pole, physical feature, South Pole, subarctic, temperate, tradition, weather My Local Area and Luxor, Egypt (alternative unit): ancient civilisation, arid, characteristics, cliff, climate, floodplain, human features, mosque, North Pole, ocean, physical features, port, river, river island, sea, season, South Pole, temperate, temple, Thebes, tomb, town, UNESCO world heritage site, valley Weather and Climate: atmosphere, climate, climate zone, forecast, meteorologist, mild, precipitation, season, temperate, weather	The United Kingdom and my region: characteristics, elevation, harbour, human processes, landscape, moorland, mountain range, ocean, physical processes, population, river, rock formations, rural, topography, trade, urban, valley Land use: facilities, population, raw materials Conservation of bees: biodegrade, conservation, conserve, domesticated, extinct, food chain, heathland, herbicides, insect, pollination, species	My Region and Campania: agriculture, bay, characteristics, climate, climate zone, continental drift, earthquake, economic activity, environmental, epicentre, eruption, flank, focus, geographic features, human feature, landform, landmark, lava, magma, magnitude, natural area, peninsula, physical feature, plain, plate tectonics, population, province, Richter Scale, river, rural, scenery, seismic waves, seismometer, tectonic plates, terraces, terrain, topography, tourism, UNESCO world heritage site, urban, volcano, weather My Region and the South Aegean (alternative unit): agriculture, archipelago, bay, caldera, characteristics, climate, climate zone, continental drift, earthquake, economic activity, environmental, epicentre, eruption, flank, focus, geographic features, human feature, island, islet, landform, landmark, lava, magma, magnitude, natural area, peninsula, physical feature, plain, plate tectonics, population, port, regional unit, Richter Scale, river, rural, scenery, seismic waves, seismometer, tectonic plates, terrain, thermal spring, topography, tourism, urban, volcano, weather Weather and Climate: atmosphere, climate, climate zone, forecast, meteorologist, mild, precipitation, temperate, temperature, weather Locality: amenity, commercial, industrial, land use, open space, recreational, residential, transport, visitor/tourist attraction	My region and the Western United States: accumulation, biome, characteristic, climate, climate zone, condensation, desert, earthquake, economic activity, economy, environment, erosion, gross domestic product (GDP), industry, infiltrate, manufacturing, mineral, mining, mountain range, peak, physical processes, plateau, plate tectonics, population, population density, precipitation, quarrying, raw materials, real estate, river, run-off, rural, summit, tectonic plates, tectonics, temperate, topographical, trade, transpiration, urban, valley, vegetation, vegetation belt, volcano, water cycle, weather My region and the North Region of Brazil (alternative unit): accumulation, biodiverse, biome, characteristic, climate, climate zone, condensation, desert, earthquake, ecologically diverse, economic activity, economy, environment, erosion, gross domestic product (GDP), industry, infiltrate, manufacturing, mineral, mining, mountain range, peak, physical processes, plateau, plate tectonics, population, population density, precipitation, quarrying, raw materials, river, run-off, rural, summit, tectonic plates, tectonics, temperate, topographical, trade, transpiration, urban, valley, vegetation, vegetation belt, water cycle, weather Biomes and Ecosystems: biome, climate, ecosystem, habitat, species, vegetation, vegetation belt Rivers: channel, confluence, course, delta, erosion, estuary, evaporation, floodplain, levee, lower course, meander, middle course, mouth, oxbow lake, river basin, river course, silt, source, spring, tributary, upper course, valley	Economic Activity of the UK: agriculture, artificial intelligence, automation, capture, consumption, contaminate, desalination, disposal, drought, economic activity, economy, element, energy, environment, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hydrologist, implemented, import, industrial land, industry, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, refuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfall, source, sustainable, tax, topography, urban, virtual water, waste Reducing plastic waste: biodegradable, carbon emissions, durability, extracted, fossil fuel, incinerate, microplastics, pelletise, raw materials, refinery, synthetic



Geography Vocabulary Progression Year 1 – Year 6



Geographical Skills and Fieldwork

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	General: aerial plan, aerial view, cardinal points, compass, investigation, maps, observation, position The World and My School: atlas, bird's eye view, globe, messy map, perspective, plan Our School Grounds: collection methods, data, directions, fieldwork, investigation, map key, observation, record, sketch map, symbols, tally chart Our Local Park: collection methods, data, directions, fieldwork, pictogram, record, symbols, tally chart	My Local Area and Tulum, Mexico: aerial photograph, aerial view, atlas, compare, compass, contents page, index page, key, map, page numbers, symbol My Local Area and Tromsø, Norway (alternative unit): aerial photograph, aerial view, atlas, compare, compass, contents page, index page, key, map, page numbers, symbol My Local Area and Luxor, Egypt (alternative unit): aerial photograph, aerial view, atlas, compare, compass, contents page, index page, key, map, observe, page numbers, scale, symbol Weather and Climate: analyse, axes, bar chart, evaluate, fieldwork, investigate, monitor, observe, okta, pictogram, present, rain gauge, record, reflect, table, thermometer, weathervane.	The United Kingdom and my region: aerial photographs, atlas, compass, compass rose, contour lines, eastings, key, map, northings, Ordnance Survey, pattern, scale, symbol Land use: analyse, bar chart, evaluate Conservation of bees: analyse, blueprint, cardinal directions, evaluate, line graph	My Region and Campania: aerial photograph, atlas, fieldwork, observational skills, scale My Region and the South Aegean (alternative unit): aerial photograph, atlas, fieldwork, observational skills, scale Weather and Climate: analyse, anemometer, axes, bar chart, collaborate, evaluate, fieldwork, horizontal, investigate, key, line graph, monitor, observe, okta, record, reflect, pictogram, present, rain gauge, reflect, table, thermometer, vertical, weathervane Locality: annotation, cardinal directions, compass, coordinates, grid code, grid references, key, map symbols, National Grid, Ordnance Survey, Ordnance Survey map, scale, sketch map	My region and the Western United States: aerial photograph, atlas, fieldwork, map, pattern, scale, significance, symbol, variation My region and the North Region of Brazil (alternative unit): aerial photograph, atlas, fieldwork, map, pattern, scale, significance, symbol, variation Biomes and Ecosystems: analyse, classify, compass, data, eastings, fieldwork, grid references, identification, measuring, northings, observing, present, qualitative, quantitative, recording Rivers: analyse, data, evaluate, numerical, observe, Ordnance Survey maps, present, quantitative	Economic Activity of the UK: chart, controversial, efficient, hierarchy, interview Reducing plastic waste: audit, database, formulate, graph, implement, innovative, survey