Geography Knowledge, Skills, Sequencing and Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Locational Knowledge	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. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)	Name and locate the world's continents and oceans. Name and locate hot and cold areas of the world (Equator, Arctic, Antarctic). Name, locate and identify characteristics of the four countries and capitals of the UK and its surrounding seas.	Locate the world's countries, focusing on Europe, Africa and South America their environmental regions, physical and human characteristics and major cities. Locate and name some counties and cities of the UK. Describe the human and physical characteristics of the local region, including coasts, rivers and land use. Understand hemispheres, the Tropics, latitude and longitude.	Locate the world's countries, focusing on Europe, North America and Asia and their environmental regions, physical and human characteristics and major cities. Name and locate counties and cities in the UK; Study the human and physical geography of a UK region (Southwest/Cornwall) Name and locate North America and a region within it (California). Understand the Meridian and time zones.
Place Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG) Understand that some places are special to members of their community.	Study the local area. Compare the human and physical geography of a UK area to a non-European country. (London - Beijing) Explore Antarctica - virtual field trip	Study both the local area and the geography of other countries including their human and physical features. Study a region in a South America (The Amazon), a European country (Greece - Athens) and Africa (Egypt)	Describe the human and physical characteristics of a UK region including features such as rivers, coasts, hills and land use, understanding how some of these have changed over time. Describe a region of North America, including human and physical characteristics and changes over time, making comparisons between their similarities and differences.
Human and Physical Geography	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps (ELG)	Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world.	Describe and understand key aspects of physical geography (including climate zones, biomes, volcanoes and earthquakes) and human geography (type of settlement, economic activity, land use,	Describe and understand key aspects of physical geography (including the water cycle, rivers, monsoons, floods, droughts, vegetation belts & mountains) and human geography (type of settlement, economic activity, land use, trade links and the distribution of natural resources).

	Understand the effects of changing seasons on the natural world around them.	Use basic geographical vocabulary to refer to physical and human geographical features in the local area.	trade links and the distribution of natural resources).	
Geographical Skills and Fieldwork	Draw information from a simple map. (DM-UW) Offer explanations for why things might happen, making use of recently introduced vocabulary …(C+L)	Use maps, atlases and globes. Use basic geographical vocabulary and four compass directions to refer to local and familiar features when using maps. Use aerial images and other models to recognise landmarks and basic human and physical features. Create simple plans /maps using symbols. Use fieldwork to explore the geography of the school, its grounds and the local area.	Use maps, atlases, globes and GIS mapping. Use the eight points of a compass, symbols, keys and 4 figure grid references. Use fieldwork to observe, measure and record in the wider locality. Present findings in a range of ways.	Use maps, atlases, globes and GIS mapping. Use the eight points of a compass, 6 figure grid references and symbols and keys (including OS maps). Use fieldwork to observe, measure and record in the wider locality and beyond. Present findings using a range of different methods & technologies.

EYFS and KS1			
Locational Knowledge Name and locate the world's continents and oceans. Name and locate hot and cold areas of the world (Equator, Arctic, Antarctic). Name, locate and identify characteristics of the four countries and capitals of the UK and its surrounding seas.	**Place Knowledge** Study the local area. Compare the human and physical geography of a UK area to a non-European country. (London - Beijing) Explore Antarctica - virtual field trip	**Human and Physical Geography** Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to physical and human geographical features in the local area.	**Geographical Skills and Fieldwork** Use maps, atlases and globes. Use basic geographical vocabulary and four compass directions to refer to local and familiar features when using maps. Use aerial images and other models to recognise landmarks and basic human and physical features. Create simple plans /maps using symbols. Use fieldwork to explore the geography of the school, its grounds and the local area.

EYFS						
	Prior Learning	**Intent (children will learn)**	**Unit**	**Sequence of Lessons**	**Vocabulary**	**Outcome / Composite**
Autumn	EYFS - Understand the effect of the changing seasons on the world around them.	Identify seasonal weather patterns in the UK.	Special me, Special people, Special times	1.Recap/assess prior learning. 2. What are the signs of Autumn? 3. How do we know that we are in Autumn?	Weather, North/South Pole, Seasons, Spring, Summer, Autumn, Winter, Temperature,	Children will learn about UK seasons and the weather.
Spring	EYFS: Understand the effect of the changing seasons on the world around them.	Begin to use geographical skills and fieldwork in the local area to develop locational and place knowledge. Identify hot and cold places on a map and make comparisons between life in those countries to life in this country.	Our World and Other Places	1. Recap/assess prior learning. 2. How can we use maps? Satellite maps, pictorial maps, story maps and simple plans. Locate our local area on a map. 3. Where are the hot and cold places in the world? (Google Earth and Satellite map). 4. What is the geography of the school? Use fieldwork skills and observational skills to study the human and physical geography of the school grounds.	Village, Town, Route, Map, Harbour, Bay, Atlantic Ocean, Sea	Children will make and use a variety of maps to identify features of the school and local area. They will identify hot and cold areas of the World and describe some of their human and

				5. Can I draw a map of school? 5. What is the geography of Mousehole? Describe the human and physical features of the local area; the beach, coast, sea, river, harbour, shops and the village. 6.How is life the same and different between England and Kenya? Describe some similarities and differences between life in this country and life in other countries such as Kenya in Handa's Surprise and countries that the class have visited based on their experiences.		physical features.
Summer	EYFS:		Come outside			
Year A KS1						
	Prior Learning	**Intent (children will learn)**	**Unit**	**Sequence of Lessons**	**Vocabulary**	**Outcome / Composite**
Autumn A	EYFS: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	In this unit, the children will use simple fieldwork and observational skills to answer geographical questions about the school grounds. They will learn about human and physical features and use basic	***Local environment*** **What is in our school environment ?**	1.Recap/assess prior learning. 2. What is a compass and how can I use compass points to map my school environment? 3. How can I map my school grounds? 4.Where are there trees and plants in our school grounds? 5.Where are there areas in our school grounds that we could encourage tree and plant life? 6. How can we present our findings to the rest of the school?	Aerial view, collection methods, compass, data, direction, fieldwork, human features, investigation, observation, qualitative, soil, vegetation, sketch map, village, harbour	**Children will plan and carry out data collection and identify where plant life can be encouraged in the school grounds, sharing the findings with the rest of the school.**

	Understand the effect of the changing seasons on the world around them.	geographical vocabulary to describe them. Pupils will begin to understand how to collect qualitative data, present and analyse their findings.				
Spring A	EYFS – Our World and Other Places- Understand the effect of the changing seasons on the world around them. Understand the effect of changing seasons on the natural world around them.	The children will learn to identify seasonal weather patterns in the UK. They will locate hot and cold areas of the world in relation to the Equator and Poles. Using maps, atlases and globes, the children will learn about how to collect quantitative data, present and analyse their findings. Name and locate the world's seven continents and five oceans.	***Seasons*** **What is your favourite season?**	1. Recap/assess prior learning. 2. What is the difference between weather and climate? 3. What are the seasons like in the UK? 4. What is the climate like in different parts of the world ? 5. How can we collect data to show what the climate is like in Mousehole? 6. How can we collect data to show what the climate is like in Tulum? 7. How can we present our findings and compare the climate data for Mousehole and Tulum?	Weather, climate, rainfall, temperature, degrees, Celsius, equator, tropical, temperate	**By the end of this unit, the children will be able to locate the seven continents and five oceans and be able to discuss their climates based on their proximity to the Equator and North or South Poles. They will use basic quantitative data to present findings about the climate in Mousehole compared to Tulum in Mexico.**

Summer A	EYFS: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand the effect of the changing seasons on the world around them. Children can name the seven continents and five oceans. They understand the concept of a country and have used maps and globes to locate hot and cold areas of the world. They can describe their immediate environment	In this unit, the children will learn to name and locate the four countries and capital cities of the United Kingdom. They will be able to locate its surrounding seas as well as describe some of the key physical features of the United Kingdom.	***Countries and capital cities of the UK*** **Where in the world do I live?**	1. Recap prior knowledge and learning 2. What is the United Kingdom and where do I live within it? 3. What are the capital cities of the United Kingdom and where are they? 4. What seas surround the island that we live on? 5. What parts of the United Kingdom have mountains? 6. What are some of the important rivers and lakes in the United Kingdom. 7. What are some of the wooded and forested areas of the United Kingdom?	Countries: Wales, Scotland, Northern Ireland, England Seas and Oceans: Atlantic, North Sea, English Channel, Cities: London, Edinburgh, Belfast, Cardiff City, town, village Mountain, valley, hill, lake, river, beach, cliff, coast, forest, soil	**By the end of this unit, the children will be able to name and locate the countries and capital cities of the United Kingdom, as well as compare and contrast the physical geography of where they live in Cornwall, with other areas of the United Kingdom.**

	using basic geographical vocabulary.					
Year B KS1						
	Prior Learning	**Intent (children will learn)**	**Unit**	**Sequence of Lessons**	**Vocabulary**	**Outcome / Composite**
Autumn B	EYFS: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	In this unit, pupils will learn to use simple fieldwork and observational skills to answer geographical questions about their local park. Learn about human and physical features and use basic geographical vocabulary to describe them. Collect data and present and analyse their findings. Begin to use simple compass points.	***Local facilities*** **My local park**	1.Recap/assess prior learning. 2.What is at our local park - Penlee Park and can I locate and map it? 3.How can I plan to find out how people go to the park and how they get there? 4.How can I collect data from people at the park? 5. How can we present data about our local park's facilities? 6. How can I promote my local park to other visitors and present this to the rest of the school?	Aerial view, collection methods, compass, data, direction, facilities, fieldwork, human features, investigation, observation, physical features, quantitative data and qualitative data, soil, valley.	**Children will have used a map and compass to map and find key features of Penlee Park. Choose the appropriate methods between quantitative and qualitative data to find information about Penlee Park and present the data found.**
Spring B	EYFS: Describe their immediate environment using knowledge from observation, discussion, stories, non-	In this unit, the children will learn to name and locate the continents and oceans whilst using maps and atlases in mapping the location of Mousehole and Tulum.	***Contrasting non-European country*** **Where would you rather live;**	1. Recap/assess prior learning. 2. What and where are the different continents and oceans of the world? 3. Where is Tulum and what is it like? 4. What are the physical and climactic similarities and differences between Mousehole and Tulum?	Aerial photograph, atlas, city, cliff, climate, continent, equator, farm, forest, harbour, ocean, port, river, season, shop, symbol, valley, vegetation, village, human and physical features, office, shop, house,	**By the end of this unit, the children will have compared and contrasted the physical and human features of Mousehole and Tulum and**

	fiction texts and maps. Understand the effect of the changing seasons on the world around them.	They will Identify the location of hot and cold areas of the world in relation to the Equator and Poles using simple compass directions and locational and directional language. Compare and contrast the UK with a non-European country.	**Mousehole or Tulum?**	5. What are the human and climactic similarities and differences between Mousehole and Tulum? 6. What are the similarities and differences between Mousehole and Tulum? 7. Can I create a tourist map and brochure for Mousehole and Tulum?	factory, hill, mountain, river, vegetation, valley.	**created a map and brochure for tourist to the areas.**
Summer B						

Lower Key Stage 2			
Locational Knowledge Locate the world's countries, focusing on Europe, Africa and South America their environmental regions, physical and human characteristics and major cities. Locate and name some counties and cities of the UK. Describe the human and physical characteristics of the local region, including coasts, rivers and land use.	**Place Knowledge** Study both the local area and the geography of other countries including their human and physical features. Study a region in a South America (The Amazon), a European country (Greece - Athens) and Africa (Egypt)	**Human and Physical Geography** Describe and understand key aspects of physical geography (including climate zones, biomes, volcanoes and earthquakes) and human geography (type of settlement, economic activity, land use, trade links and the distribution of natural resources)	**Geographical Skills and Fieldwork** Use maps, atlases, globes and GIS mapping. Use the eight points of a compass, symbols, keys and 4 figure grid references. Use fieldwork to observe, measure and record in the wider locality. Present findings in a range of ways.

Understand hemispheres, the Tropics, latitude and longitude.						
Year A						
	Prior Learning	**Intent (children will learn)**	**Unit**	**Sequence of Lessons**	**Vocabulary**	**Outcome / Composite**
Autumn A	KS1: Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries the United Kingdom and its surrounding seas. Use geographical vocabulary to refer to key physical and human features. Children can name and locate the four countries and capital cities of the UK. They can identify surrounding seas and describe basic physical features such as rivers, mountains, and coasts. They have used maps and atlases to	The children will use maps, atlases and digital mapping to locate the key human and geographical features of the UK.	***The physical and human geography of the UK*** **What are the key geographical features of the UK?**	1. Recap prior learning. 2. What are the countries that make up the United Kingdom and where are they located? 3. What are the major mountain ranges and hills of the United Kingdom? 4. What are the major lakes and rivers of the UK? 5. What seas and oceans border the British Isles? 6. What are the major cities of the UK?	British Isles, capital city, city, coast, compass, country, human geography, island, location, map, physical geography, United Kingdom, Rivers: Severn, Trent, Thames, Countries: Wales, Scotland, Northern Ireland, England Mountains: Ben Nevis, Snowdonia, Scaffell Pike Lakes: Lough Neagh, Lake Windermere, Loch Lomond Seas and Oceans: Atlantic, North Sea, English	**The children will have worked to develop a completed class map of the British Isles that locates all of the countries: the seas and oceans that surround them, the lakes and rivers, mountains and cities.**

	locate continents and oceans.				Channel, Celtic Sea Cities: London, Edinburgh, Belfast, Cardiff	
Spring A						
Summer A	Children can describe human and physical features of their local area. They have used simple fieldwork and observational skills to explore their school grounds. They can use basic geographical vocabulary and simple maps.	In this unit, pupils will develop their knowledge of the UK's geography by focussing on their immediate locality. They will use basic geographical vocabulary to refer to key human and physical features. By using quantitative and qualitative data they will collect and present survey data about the pull-factors of their local community.	**Local facilities** **What facilities are in my local area and why do people travel there?**	1.Recap/assess prior learning. 2. What are the types of land use and facilities in Mousehole? 3. How and why has Mousehole's land use changed over time? 4. How can I record the different pull-factors of residents of Mousehole? 5. How can I record the different pull-factors of tourists in Mousehole? 6. How can I present and analyse the information I have collected?	survey, human features, land use, landmarks, physical, pull factors, features, settlement, tourism,	**The children will carry out an enquiry about the local facilities in Mousehole village and how people travel there gathering using quantitative and qualitative data. They will present and analyse their findings.**
Year B						
	Prior Learning	**Intent (children will learn)**	**Unit**	**Sequence of Lessons**	**Vocabulary**	**Outcome / Composite**

Autumn B	Children understand that the Earth has layers and can describe basic landforms such as mountains and volcanoes. They have explored physical geography features like hills, valleys, and coasts. They have used maps and globes to locate continents and understand that the Earth's surface is not uniform.	Pupils will explore how the Earth is made up of layers, how tectonic plates move, and how these movements shape the planet — forming mountains, causing earthquakes, and creating volcanoes.	***Plate tectonics*** **What lies beneath your feet?**	1. Recap prior knowledge 2. What is the Earth made of? 3. What are plate tectonics? 4. How are mountains formed? 5. What happens when a volcano erupts? 6. Why do earthquakes happen? 7. Why do people choose to live near sites of volcanic/tectonic activity?	crust mantle outer core inner core tectonic plates magma volcano	**By the end of the unit, pupils will understand that the Earth is not static but constantly changing.**
Spring B						
Summer B	Children can identify and describe key physical features such as rivers, lakes, and coasts in the UK. They have used maps and atlases to locate major rivers and understand their	This is a study of Brazil, in South America. Study the physical geography of the region, including climate zones, biomes and vegetation belts, rivers and the water cycle.	***The Amazon*** **Why is the Amazon rainforest and Amazon River so important?**	1.Recap/assess prior learning. 2.What is the geography of the South American continent? 3.What are the human and physical geographical features of Brazil?	Biome, climate zone, global, hemisphere, human processes, landmark, latitude, locality, location, longitude, physical processes, region, economic activity, topographical, trade, tropic of Cancer, tropic of Capricorn,	**Children will be able to describe the geographical importance of the Amazon rainforest and river.**

	role in shaping the landscape. They have explored the water cycle and understand how rivers are part of it.	Study the human geography of the region, including types of settlement and land use. Use maps, atlases and globes to locate places and describe features studied.		4.What is the water cycle? (taught in Science – recap) 5.What is the physical and human geographical importance of the Amazon River? 6. What is the physical and human geographical importance of the Amazon Rainforest?	vegetation belt, water cycle.	

Upper Key Stage 2			
Locational Knowledge Locate the world's countries, focusing on Europe, North America and Asia and their environmental regions, physical and human characteristics and major cities. Name and locate counties and cities in the UK; Study the human and physical geography of a UK region (The Lake District) Name and locate North America and a region within it (California). Understand the Meridian and time zones.	**Place Knowledge** Describe the human and physical characteristics of a UK region including features such as rivers, coasts, hills and land use, understanding how some of these have changed over time. Describe a region of North America, including human and physical characteristics and changes over time, making comparisons between their similarities and differences.	**Human and Physical Geography** Describe and understand key aspects of physical geography (including the water cycle, rivers, monsoons, floods, droughts, vegetation belts & mountains) and human geography (type of settlement, economic activity, land use, trade links and the distribution of natural resources).	**Geographical Skills and Fieldwork** Use maps, atlases, globes and GIS mapping. Use the eight points of a compass, 6 figure grid references and symbols and keys (including OS maps). Use fieldwork to observe, measure and record in the wider locality and beyond. Present findings using a range of different methods & technologies.
Year A			

	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons	Vocabulary	Outcome / Composite
Autumn A	Children can identify and describe key physical features of the UK such as rivers, mountains, and coasts. They understand how physical geography can influence human activity. They can use maps and atlases to locate cities and regions in the UK.	This unit explores how physical and human geography influence settlement patterns in the UK. Pupils will investigate terrain, climate, resources, transport, and historical factors that shaped towns and cities.	***The settlement of the UK*** **How does the physical geography of the UK impact on human settlement location?**	1. Recap prior learning 2.What are the key physical and human geographical features of the UK? 3.How does physical geography (rivers, mountains, climate) influences settlement location? 4.How does human geography (transport, trade, jobs) influences settlement growth? 5.What are the reasons why settlements were established in particular locations? 6.How has the physical geography of	agriculture annotation capital city climate defence fieldwork floodplain human geography impact land use location natural resources observation physical geography population region resources rural settlement sketch map	**The children will be able to describe the key physical features of Penzance, Cornwall and the wider UK and explain how they impact upon settlement locations.**

				Penzance affected the settlement location? 7.How can I present my findings of the impact of physical geography on the settlement of Mousehole?		
Spring A	Children can describe different types of physical geography including rivers, coasts, and vegetation. They have used fieldwork to observe and record features in the local environment. They understand the concept of climate zones and biomes.	Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including plans, graphs, and digital technologies. Children will use the eight points of a compass and four and six-figure grid references.	***Ecosystems*** **What are our local ecosystems like?**	1.Recap/assess prior learning. 2.What biomes and ecosystems are found in the UK and how have they changed over time? 3.What can I learn about the ecosystems in West Cornwall? 4.What can I learn about a local ecosystem by studying a rewilding project at Higher Keigwin Farm, Morvah? 5.What data can I collect from my local ecosystem, Higher Keigwin Farm? 6.How can I present the data collected from my local ecosystem, Higher Keigwin Farm?	Analyse, biome, classify, climate, coniferous, data, deciduous ecosystem, fieldwork, grid references, habitat, identification, latitude, longitude, native, precipitation, qualitative, quantitative, recording, species, temperate, tropic of Cancer, tropic of Capricorn.	**Children will collect data from the local ecosystem at Higher Keigwin Farm and present their findings.**

Summer A						
Year B						
	Prior Learning	**Intent (children will learn)**	**Unit**	**Sequence of Lessons**	**Vocabulary**	**Outcome / Composite**
Autumn B						
Spring B	Children understand the difference between human and physical geography. They can describe land use and types of settlement. They have used fieldwork and secondary sources to collect and present data.	This unit explores the contrasting economic activities of Newlyn, Cornwall—a traditional fishing port—and London, a global financial hub. Pupils will investigate how these economies function, their human and physical geography, and how sustainable they are. Fieldwork, map skills, and critical thinking will be embedded throughout.	***Economy*** **What is the economic activity of the UK and how sustainable is it?**	1. What is economic activity? 2. What are the main economic activities in Newlyn and London? 3. How do physical and human geography influence economic activity? 4. Can I prepare, collect and analyse data on the fishing industry in Newlyn? 5. How sustainable is the fishing	Economic activity Sustainability Primary, secondary, tertiary sectors Fishing industry Port Urban/rural Infrastructure, renewable resources, circular economy, trade, import/export, marine conservation, overfishing, regeneration, technology	**The children will be able to present and discuss data collected comparing and contrasting the fishing industry in Newlyn and the technology sector in London.**

				industry in Newlyn? 6. Can I prepare collect and analyse data on a technology company in London? 7. How sustainable is the technology industry in London.		
Summer B	Children can identify and describe key physical features such as rivers, lakes, and coasts in the UK. They have used maps and atlases to locate major rivers and understand their role in shaping the landscape. They have explored the water cycle and understand how rivers are part of it.	Name and locate topographical features associated with rivers. Use fieldwork to observe, measure, record and present data collected from a local river.	***Rivers*** **What are the features of a local river from its source to the sea?**	1.Recap/assess prior learning 2.What are rivers and how are they formed? 3.What can we learn about rivers from studying the Fal? 4.What are the similarities and differences between the Fal and the Thames ? 4. Fieldwork: Collect data from the Fal. 5. How can I present and analyse data collected from my fieldwork on the Fal?	Analyse, channel, confluence, course, delta, erosion, estuary, evaluate, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow lake, quantitative, river basin, river course, source, spring, tributaries, upper course, valley	**The children will be able to explain what rivers are; how they are formed and their key features.**