

Geography

Progression of conceptual knowledge, skills & vocabulary



Year 1 - Poles Apart (Spring 1 & 2)

Knowledge

Children will learn:

- The equator is an imaginary line, around the centre of the world, which divides it into the northern and southern hemispheres.
- The temperature and climate of a country is affected by its location on Earth.
- Animals' bodies have adapted over time, for the climate in which they live, to enable them to survive.
- People wear appropriate clothes, for the climate in which they live, to enable them to survive.
- There are seven continents in the world, namely Asia, Africa, North America, South America, Antarctica, Europe and Australia (also known as Oceania).
- Maps, atlases and globes show the location of the continents, countries, oceans and seas.
- Sutton Coldfield is located in the United Kingdom, which is in the continent of Europe.
The United Kingdom is made up of four countries, namely England, Scotland, Wales and Northern Ireland.

Skills:

- Explain the main features of a hot and cold place and where they are in the world
- Identify the features of a penguin that help it to survive in Antarctica
- Compare two different cold locations
- Explain what they might wear if they lived in a very hot or a very cold country
- Locate and identify the continents and oceans
- Identify the features of a camel that allow them to live in the desert
- Compare a hot and a cold location
- Find where they live on a map of the UK
- Identify the 4 countries making the United Kingdom and name their capital cities

Vocabulary

mountain	United Kingdom	adapt
country	Capital city	Arctic/Antarctica
animals	iceberg	community
weather	ocean	Australia
continent	North/South Pole	equator
climate	temperature	extreme

Year 1 - Our Local Area (Summer 1)

Knowledge

Children will learn:

- We use all our senses to explore the world around us.
- People live in different types of home, such as flats, bungalows and detached, semi-detached and terraced houses.
- There are different types of weather and the weather changes during the year, in line with the changing seasons.
- Maps show the location of features and their position in relation to one other.
- Wylde Green has a range of physical and human features which can be identified on an aerial map.
- People in the Wylde Green area have a variety of jobs.

Skills:

- 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
- Use simple compass directions (North, South, East and West) and locational and directional language, such as near and far; left and right, to describe the location of features on a map
- Identify different types of housing
- Keep a weather chart and answer questions about the weather
- Explain how the weather changes with each season
- Use aerial photographs to recognise basic human and physical features
- Devise a simple map
- Explain the location of different work places.

Vocabulary

road	shops	house
flats	left	right
north	south	east
west	bungalow	terraced
detached	semi-detached	hot
cold	sunny	rainy
windy	cloudy	weather
season	human and physical features	map
journey	route	location
town	job	occupation

Year 2 - India (Autumn 2)

Knowledge

Children will learn:

- India is a country in South Asia with a population of 1.3 billion.
- India lies north of the equator in the northern hemisphere.
- The capital city is New Delhi and the other main cities are Mumbai and Kolkata (formerly Calcutta).
- India is made up of many different landscapes, for example, it has wide plains like the Ganges valley, tropical beaches and the highest mountains in the world in the Himalayas.
- Because of this, India experiences a variety of different climates. In the South, they experience tropical monsoons whereas in the Himalayas, there is significant snowfall.
- India has a range of ports for transport and commercial needs.
- The River Ganges is used for religious, industrial, agricultural and domestic reasons.

Skills:

- Point out on a globe or an atlas, the equator, the north and south poles, the world's 7 continents and 5 oceans
- Say what they like and don't like about the local area and a different area that they have studied.
- Describe a place outside Europe using geographical words
- Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, and valley
- Identify a range of ports in India on a map
- Explain how people might spoil an area or make it better

Vocabulary

transport	capital city	port
commercial	continent	monsoon
pollution	ocean	landmark
human features	season	agriculture
physical features	climate	population
river	equator	harbour
country	mountain	valley

Year 2 - Pioneers (Spring 2)

Knowledge

Children will learn:

- There are 7 continents and 5 oceans.
- Asia is the largest continent on Earth.
- It is possible to plan a journey across the world using journey lines.
- The capital city of France is Paris.
- There are four main compass directions (North, South, East and West) and these can be used to find places on a map and describe the route.
- Grid references (such as F6) can be used to locate places on a map.

Skills:

- Point out on a globe or an atlas, the equator, the north and south poles, the world's 7 continents and 5 oceans
- Locate continents and oceans on a map
- Use geographical vocabulary to describe a continent
- Plot a journey line across continents and oceans using a world map
- Compare how the world looks using a map and globe
- Describe France using geographical vocabulary
- Describe my area using my senses
- Use a compass to identify the direction of the 4 compass points
- Use simple grid references to locate objects on a map or plan

Vocabulary

direction	equator	compass
route	journey line	globe
grid reference	location	north/east/south/west
continent	Northern and Southern hemisphere	ocean
sea	land	country
population	Europe	region

Year 2 - Maps (Summer 2)

Knowledge

Children will learn:

- The key features of maps – title, compass rose, map symbols, key.
- The map symbols for parking, campsite, train station, golf course, church, wildlife sanctuary, castle, post office.
- Revise the four compass points – North, South, East, West.
- The words far, near, left and right to describe positions and routes.
- The United Kingdom is made up of four countries, namely England, Scotland, Wales and Northern Ireland.
- The capital cities of the four UK countries – London (England), Edinburgh (Scotland), Cardiff (Wales), Belfast (Northern Ireland).
- An index helps me to find the correct page in an atlas.
- That an aerial view is a bird's eye view.
- Oceans are large areas of salt water joined to each other but they are separated into five major sections.
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Skills:

- Compare different types of maps.
- Draw a sketch map of the school area.
- Use compass directions to describe how to move around a map.
- Plan a simple route on a map of the local area using road, place names and a key.
- Describe my route to a partner using compass directions.
- Use an index in an atlas to find countries and places in the UK.
- Name four map symbols which are used on maps.
- Use my observation skills to find key features in aerial photographs.
- Compare an aerial view and a ground level view.
- Use geographical vocabulary to describe what I can see in aerial photographs.
- Spot key features of the school and local area using aerial photographs.
- Locate the world's main oceans and seas.

Vocabulary

sketch map	key	title
compass rose	aerial view	map symbols
direction	route	near/far
distance	north/east/south/west	atlas
index	human/physical	continent
country	capital city	ocean
perspective	birds eye	man-made
natural	sea	ground level

Year 3 - Investigating Our Local Area (Autumn 2)

Children will learn:

- Grid references are used to describe location.
- OS map use a grid to divide the UK into different sections.
- The difference between a city and a town.
- We use compass directions to describe the positions of places on a map.
- Wylde Green is an urban area.
- The range of human and physical topographical features in the local area (e.g. hills, rivers, mountains, coasts, houses, shops).
- The common physical and human features found in urban and rural areas.
- There are a range of services available in Wylde Green.
- There are certain shops and services that we have more of in Wylde Green.

Skills:

- Use grid references to describe the location of places in Wylde Green.
- Identify a range of cities on a map of the UK.
- Use google maps to find Birmingham and Wylde Green.
- Use aerial photographs and maps to recognise the main human and physical features of Wylde Green.
- Find places of interest on a map e.g. our school, your house, Emmanuel Church.
- Compare and contrast the physical and human features in Sutton Park and Wylde Green.
- Evaluate the quality of services in the area.
- Sketch a map of the surrounding area using a key.
- Conclude findings about the numbers of different shops and services and represent data as tally and bar graph.

Vocabulary

direction	human	residential
grid reference	physical	commercial
continent	settlement	agricultural
key	urban	industrial
compass	rural	services
features	town	country

Year 3 - Extreme Survival (Spring 2)

Knowledge

Children will learn:

- An extreme environment is a place where it is hard for people and other forms of life to survive (e.g. The Antarctic, Sahara desert).
- There are tropical, warm, temperate and cold regions in both the Northern and Southern Hemisphere.
- People need food, water and sleep to survive.
- Tsunamis cause extreme damage to people and places.
- Human activity such as mining, farming and tourism can positively and negatively affect the environment
- The four layers of the rainforest are emergent, canopy, understory, forest floor.

Skills:

- Use maps, atlases, globes, digital and satellite images to find and locate extreme places in the world.
- Identify the different climate zones on a map.
- Investigate different places and environments and the impact this has on the lives of the people in that region.
- Use geographical language to describe aspects of human and physical features in a locality (e.g. climate zones, rivers, mountains, volcanoes and earthquakes).
- Recognise how people can affect the environment both positively and negatively, and the importance of looking after natural habitats.
- Identify the four layers of the rainforest and the living things that live in them.

Vocabulary

survive	forest floor	region
volcano	glacier	desert
mountain	ocean	polar
flood	Northern Hemisphere	Southern Hemisphere
habitat	climate zone	drylands
evaporation	temperature	tsunami
earthquake	nomad	agriculture
tourism	renewable energy	environment
emergent	canopy	understory

Year 3 - Africa (Summer 2)

Knowledge

Children will learn:

- Africa is a continent consisting of 54 countries.
- Nearly half of the continent of Africa is covered with savannah grasslands.
- The Sahara desert located in Northern Africa is the largest hot desert in the world.
- The Maasai tribe live in Kenya.
- Human and physical geographical features affect where people settle and work.
- Humans can have both a positive and negative impact on the environment
- Africa is home to many animals, including the 'Big Five' (lion, African leopard, African buffalo, African Elephant and the Rhinoceros).

Skills:

- Use geographical language to describe aspects of human and physical features in a locality (e.g. climate zones, rivers, mountains, volcanoes and earthquakes).
- Identify similarities and differences between places.
- Investigate different places and environments and the impact this has on the lives of the people living in that region.
- Use maps, atlases, globes, digital and satellite images to find and locate continents, countries and significant landmarks in Africa.
- Recognise how people can affect the environment both positively and negatively, and the importance of looking after natural habitats (i.e. the African Savannah).
- Identify the human and physical geographical features on the Serengeti National Park.

Vocabulary

desert	vegetation	biome
savannah	reserve	river
mountain	rainforest	environment
human features	physical features	population
climate	agriculture	industry
tourism	deforestation	habitat

Year 4 – Towns and cities - Stratford (Autumn 2)

Knowledge:

Children will learn:

- Early settlers needed shelter, food and water.
- Modern settlements need transport links, power supply, healthcare.
- Land can be used for a range of different reasons - agricultural, housing, industrial, business, leisure, retail.
- Towns, like Stratford-Upon-Avon, are medium-sized settlements where thousands of people live and shopping centres and factories can be found there.
- Cities, like London, are large settlements where millions of people can live. They usually have lots of amenities and sometimes a cathedral too.
- There are different types of tourism – beach, active, entertainment, cultural, faith..
- 4 figure grid references can be used to describe the location of features on a map

Skills:

- Identify what needs are being met in certain early settlement locations.
- Justify choice for a site for a modern settlement.
- Compare the land use of different locations.
- Locate key features on a map and use compass directions to describe position.
- Locate the identifying physical and human characteristics of Stratford..
- Explain why people may choose to live in a particular place, referring to main land uses in different areas and the effect of climate on human activity.
- Use Digimaps to compare Stratford in the past and present.
- Use 4 figure grid references to describe the location of a feature on a map.
- Create a map (with a key) of Stratford.

Vocabulary

Village	Fuel	business
Town	Defence	Compass
City	Farmland	Buildings
Settlement	Transport links	location
Shelter	Power supply	Amenities
Healthcare	Industrial	Dwellings
agricultural	Leisure	Tourism
housing	retail	destination
Sustainable	pollution	eastings
northings	Grid reference	symbol

Year 4 - World Kitchen (Spring 2)

Knowledge:

Children will learn:

- You can locate countries and cities on a map, globe, aerial photograph.
- A city is a large human settlement where lots of people live and work. It can be seen as the centre of an area because of its high population of people, a large number of buildings and lots of culture.
- A county is a region which is made up of a number of different places including villages, towns and sometimes cities.
- Land use is a term used to describe the function of land. In areas in the country (rural areas), land can be used for forests, farming and growing crops. In areas in the city (urban areas), land can be used for building houses or businesses.
- Climate and soil conditions mean that not all food types can be produced in the United Kingdom. Some foods are produced abroad and transported to the United Kingdom.
- Trade is the way people all around the world buy and sell goods or services, including foods.
- World climate zones affect the plants that can be grown in different countries.

Skills:

- Find the same place on a globe and in an atlas, and label the same features on an aerial photograph as on a map
- Name some major cities in the UK and locate them on a map
- Explain why people may choose to live in a particular place, referring to main land uses in different areas and the effect of climate on human activity
- Explain the journey of a cocoa bean when making a bar of chocolate – from bean to bar
- Describe the different climate zones and what foods can be grown in each zone

Vocabulary

city	county	border
population	amenity	site
trade	settlement	industry
factory	Climate zones	temperate
arid	tropical	Mediterranean

Year 4 – All around the world (Summer 1)

Knowledge:

Children will learn:

- The Northern Hemisphere is above the equator.
- The Southern Hemisphere is below the equator.
- Lines of latitude circle the Earth from east to west
- Lines of longitude run across the Earth from north to south
- The North Pole is located in the Arctic Circle - a circle at latitude 66°N.
- The South Pole is located in the Antarctic Circle – a circle at latitude 66°S.
- Antarctica is a continent but it contains no countries.
- The Tropic of Cancer, or the Northern Tropic, is the circle of latitude on the Earth that marks the most northerly position at which the Sun can be directly overhead.
- The Tropic of Capricorn, or Southern Tropic, marks the most southerly latitude on the Earth at which the Sun can be directly overhead.
- The lines of longitude are also called meridians.
- The Prime Meridian is at longitude 0°.
- Time is different depending on where you are in the world.
If it is daytime in the UK, it will be night-time in Australia.
- All time zones are measured from a starting point at England’s Greenwich Observatory.

Skills:

- Locate and identify some of the countries on the equator.
- Identify a location on a map when the latitude and longitude are provided.
- Identify the latitude and longitude of a location on a map.
- Compare daylight hours in the UK and polar regions.
- Compare the weather in the UK and the tropics.
- Locate and identify countries on the Prime Meridian.
- Identify the times in different time zones.

Vocabulary

Northern Hemisphere	Southern Hemisphere	Equator
population	Latitude	Longitude
coordinates	degrees	Arctic
Antarctica	Continent	Country
region	Tropic of Cancer	Tropic of Capricorn
Climate	weather	Prime Meridian
Cartographer	Time zones	Greenwich Mean Time (GMT)

Year 5 - Sutton Park (Autumn 1)

Knowledge:

Children will learn:

- The Ordnance Survey was founded in the 18th century to map Britain to protect from invasion
- Ordnance Survey maps are very accurate and provide a standardised way of mapping areas
- Symbols are used to represent important features and places
- Contour lines show how high or low the land is.
- Sutton Park is a 2,400 acre National Nature Reserve located 6 miles north of the city centre
- The park has open heathland, woodlands, seven lakes, wetlands, and marshes - each with its own rich variety of plants and wildlife, some rarely seen in the region
- A key helps to find specific features on a map, such as a car park, tourist information and a minor path
- Attractions and sports facilities are marked on a Sutton Park map.
- Maps have a scale to allow us to work out distances between places.
- There are 8 compass points which can be used to say which direction something is in.
- Geographers collect data in the field
- A trundle wheel is used to measure larger distances
- Sketch-maps can give a basic idea of the features of an area
- Someone who assesses the land is called a surveyor
- Ordnance Survey maps use a co-ordinate system called grid references
- The whole country is broken down into squares of approximately 1km²
A four-figure grid reference tells us which square any given point is in

Skills:

- Use agreed and Ordnance Survey symbols
- Use an Ordnance Survey map to find known local places
- Relate maps to vertical aerial photographs
- Interpret a map to provide a description of a location
- Use models and maps to talk about contours and slope
- Give directions and instructions using 8 cardinal points
- Convert scales to describe distances using a map
- Risk-assess fieldwork by identifying hazards
- Plan data-gathering methods for fieldwork
- Make sketch maps of an area using symbols and a key
- Use linear and area measuring tools accurately
- Design maps from descriptions
- Draw thematic maps
- Draw scale plans
- Read and write 4 figure grid-references

Vocabulary

OS (Ordnance Survey) Map	Symbol	Landmark
Contour lines	Elevation	Sea level
1:25,000 scale	Woodland	Grassland
Fieldwork	Cardinal/compass points	North/East/South/West
Data	Surveyor	Hazards
Scale	Cartographer	Plan
Grid reference	Map	Four-figure

Year 5 - Wild Waters (Spring 1)

Knowledge:

Children will learn:

- The world is divided into the northern and southern hemispheres, tropics of cancer and capricorn, north and south poles and the equator.
- A river is a large natural stream of water flowing in a channel to the sea, a lake, or another river
- In order for rivers to be formed they need a source. This is usually high up in mountains or hills.
- A river ends at the mouth. This is normally where the river flows into an ocean, the sea or a large lake.
- River system parts include the river source, river mouth, downstream, upstream, flood plain, main-river, meander, tributary, watershed boundary, and wetlands.
- People often live by rivers because the water from the river provides rich soil for farming. It also provides good transport and trade links.
- Evaporation, condensation and precipitation are all processes in the water cycle
- Capital cities are built near rivers as it is useful for transportation and trade.

Skills:

- Locate the major rivers in the world on a map
- Describe the journey of a river from source to mouth
- Explain how a location fits into its wider geographical location with reference to human and economical features (e.g. why people are attracted to live by rivers)
- Name and locate the major rivers and mountain regions in North and South America
- Locate UK rivers and identify the source and mouth
- Use technical vocabulary to explain how the water cycle works
- Explain how a location fits into its wider geographical location with reference to physical features (e.g. why many cities of the world are situated by rivers)

Vocabulary

Northern Hemisphere	Southern Hemisphere	Tropic of Cancer
Tropic of Capricorn	source	mouth
tributary	confluence	commerce
irrigation	altitude	meander
evaporation	condensation	precipitation
water droplets	Land use	trading
settlement	population	water vapour

Year 5 - Mexico (Summer 1)

Knowledge:

Children will learn:

- Mexico is in North America and the capital city is Mexico City.
- The surrounding bodies of water are the Gulf of Mexico, the Gulf of California and the North Pacific Ocean.
- The higher the land is above sea level, the lower the temperature becomes there.
- Mexico can be divided into two main climate zones – temperate and tropical.
- Mexico’s physical geography is varied – rainforests, mountains, deserts and rivers.
- The Sonoran Desert is the hottest desert in Mexico.
- The Temple of the Cross complex is a selection of ancient monuments built during the Mayan Civilisation.
- In 2022, over 36 million tourists visited Mexico.
- Mexico has ruins that are remains of Mayan and Aztec civilisations.
- Mexico is the largest Spanish speaking city on the world.
- Mexico borders the United States of America, Guatemala and Belize.
- Human geography is how humans interact with their environment.

Skills:

- Label a map of Mexico including capital city, surrounding bodies of water, bordering countries and major cities.
- Compare the climate of Mexican cities in two contrasting climate zones.
- Describe a Mexican landscape using physical geographical vocabulary.
- Compare and contrast Mexico and the UK.
- Identify the features of Mexico that attract tourists.
- Collate information about Mexico from different sources.

Vocabulary

Continent	Peninsula	Inhabitants
Population	Weather	Tropical
Temperate	Climate	Physical
Features	Natural	Landscape
Urban	Land use	Aqueduct
Landmark	Rural	Tourism
Resort	Cultural	Historical
Location	Environment	Community
Culture	Land use	Trade links

Year 6 – Natural Disasters (Autumn 1)

Knowledge

Children will learn:

- Extreme weather occurs worldwide such as droughts, floods, tornadoes, blizzards, typhoons, hurricanes.
- The construction of the layers of the Earth into crust, mantle, outer and inner core.
- Where the Tectonic plates are located, the names of the Tectonic plates and that natural disasters such as volcanic eruptions, earthquakes and tsunamis occur where the Tectonic plates meet.
- Revisit key facts about the Earth: where continents and oceans are located, the hemispheres, Tropics of Cancer, Capricorn and the Equator.
- The features of a volcano including magma chamber, crater, layers of ash and lava, vents and secondary cones and the crater.

Skills:

- Name and locate the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.
- Explain the types of extreme weather and where they occur.
- Identify the different layers of the Earth.
- Identify where earthquakes, tsunamis and volcanic eruptions happen and why.

Vocabulary

Tropic of Cancer	tectonic plates	seismic
Tropic of Capricorn	conduit	richter scale
equator	tremor	shockwave
temperate regions	mantle	transform
crater	crust	divergent
vent	core	convergent

Year 6 - Greece (Spring 1)

Knowledge

Children will learn:

- Greece is bordered by Northern Macedonia, Albania, Turkey and Bulgaria.
- Greece is surrounded by the Ionian Sea, the Aegean sea and the Mediterranean Sea.
- In order to give something a six-figure grid reference, imagine the larger square split into one hundred smaller squares.
- Climate is the average weather condition of a place over a long period of time.
- A biome is an ecosystem covering a large area of a continent.
- Athens is surrounded by mountains, including Mount Hymettus and Mount Parnitha, which provide natural defence and influence the climate.
- The city is near the Aegean Sea, providing access to trade routes and resources.
- Tourism has economic benefits and creates jobs.
- Tourism can lead to overcrowding, increase in pollution and seasonal employment
- Mount Olympus is a key physical feature of Greece.
- The Scottish Highlands are a key physical feature of the UK.

Skills:

- Describe the location of Greece using the names of continents, bordering countries and surrounding seas.
- Describe the position of various cities and locations in Greece using 6 figure grid references.
- Prepare a short presentation about the physical features of Greece.
- Describe the human geography that makes Athens such a significant city.
- Persuade tourists to visit Athens by describing the positive human and physical features
- Use a Venn diagram to compare the key geographical features of Greece and the UK.

Vocabulary

Physical geography	Latitude	Ionian Sea
Human geography	Longitude	Aegean Sea
Islands	Temperate	Pollution
economic	Mediterranean Sea	Seasonal employment
Mountains	Grid reference	Peninsula
Coast/coast line	Athens	Cultural impact
Climate zone	urban	The Acropolis
Coordinates	resources	The Parthenon

Trade routes	Transportation	Biome
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Year 6 – Marvellous Maps (Summer 1)

Knowledge

Children will learn:

- Locations in an atlas are described using page numbers, grid references and lines of longitude and latitude
- Ordnance Survey maps were first made for the military in the 1700s.
- Every symbol on an OS map represents a feature.
- The 8 compass points are north, south, east, west, north-east, south-east, south-west, north-west.
- Compass directions can be used to describe the position of features and also routes.
- Eastings are numbers that run from left to right.
- Northings run from south to north.
- The needle on a compass always points North.
- Employment and transport links can affect land use.
- Natural disasters can affect land use.

Skills:

- Find a location on a page by using simple co-ordinates.
- Use a key to identify physical features.
- Find the correct page in an atlas by using the index
- Recognise some map symbols on an Ordnance Survey map.
- Follow directions using the eight compass points.
- Give directions using the eight compass points.
- Find a location from four or six-figure co-ordinates.
- Give directions using the eight compass points.
- Give four or six-figure co-ordinates for a location.
- Find similarities and differences between photographs of the same location.
- Find similarities and differences between maps of the same location.
- Suggest what the differences I have seen might tell me about why a place has changed.

Vocabulary

Latitude	Compass	Eastings
Longitude	Position	Northings
Index	Direction	coordinates
Symbol	location	Route
Key	Compass	Journey
Ordnance Survey	Grid reference	Land use
Transport links	employers	settlement

