Geography
KS1 Curriculum Coverage and Progression Framework 2021-2022
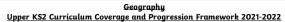
RISING STARS Geography

Primary Geography Programme of Study Statement	Unit of Study where Skill is Covered	Statement of Progression
Locational Knowledge		
Name and locate the world's seven continents and five oceans.	Year 1: People and their Communities Year 1: Animals and their Habitats Year 2: Our Wonderful World Year 2: Journeys - Food	**End of Year 1, expected:** Can locate some oceans and continents on a UK and world map. Can use a world map, atlas or globe to name and locate the seven continents and five oceans. **End of Year 2, expected:** Can identify and name the relevant continents and oceans and some mjor cities. Can use a world map, atlas or globe to name and locate the 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.	Year 1: People and their Communities Year 1: Animals and their Habitats Year 2: Our Local Area Year 2: Journeys - Food	**End of Year 1, expected:** Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas. **End of Year 2, expected:** Can name the capitals of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK.
Place knowledge		
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.	Year 1: People and their Communities Year 1: Animals and their Habitats Year 2: Journeys – Food Year 2: Our Wonderful World	**End of Year 1, expected:** Know that weather can be different in different parts of the UK. Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter. **End of Year 2, expected:** Can demonstrate locational awareness, name their local area, and that they live in the UK. Can describe in some detail the local area and distant locations' features using images to support answers. Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.
Human and physical geography		
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.	Year 1: People and their Communities Year 1: Animals and their Habitats Year 1: Seasons Year 2: Our Wonderful World	**End of Year 1, expected:** Know the four seasons. Show some awareness of seasonal and daily weather patterns in the UK. Know that weather can be different in different parts of the UK. Start to give reasons why the UK has the weather it does (e.g. wind). Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. Can ask questions about seasonal and daily weather patterns (UK and overseas) **End of Year 2, expected:** Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Know that weather can be different in different parts of the UK. Start to give reasons why the UK has the weather it does (e.g. wind). Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. Can decribe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area.
Geographical vocabulary		
Use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Year 1: Seasons Year 1: People and their Communities Year 1: Animals and their Habitats Year 2: Our Local Area Year 2: Our Wonderful World	**End of Year 1, expected:** Can identify multiple weather types. Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Can describe the physical and human geography of a distant place. Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit. **End of Year 2, expected:** Write sentences about different weather types using good vocabulary. Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features). Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Can give reasons for choices. Correctly use most of the key vocabulary given in the unit.
Use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop.	Year 1: People and Communities Year 2: Our Local Area Year 2: Our Wonderful World	**End of Year 1, expected:** Know about an area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of an area and describe these features and locate them on a map using images or drawings). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Describe the physical and human geography of a distant place. **End of Year 2, expected:** Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Give reasons for choice of local wonders. Correctly use most of the key vocabulary given in the unit.
Geographical skills and fieldwork		
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.	Year 1: Seasons Year 1: People and their Communities Year 1: Animals and their Habitats Year 2: Our Local Area Year 2: Journeys – Food Year 2: Our Wonderful World	**End of Year 1, expected:** Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK. Can use a wall map or atlas to locate and identify countries taught in the unit. **End of Year 2, expected:** Can locate the UK and name the countries of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK. Can use atlas, map or globe to locate some wonders (of the world).
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.	Year 1: Animals and their Habitats Year 2: Our Local Area Year 2: Journeys – Food	**End of Year 1, expected:** Can use appropriate language when talking about maps and locations. Can use simple compass directions with support. Can label a compass with support. **End of Year 2, expected:** Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).
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.	Year 1: Seasons Year 2: Our Local Area	**End of Year 1, expected:** Can use and understand basic weather symbols. Correctly use most of the key vocabulary given in the unit. **End of Year 2, expected:** Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features. Correctly use most of the key vocabulary given in the unit.
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.	Year 1: Seasons Year 2: Our Local Area Year 2: Journeys – Food	**End of Year 1, expected:** Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons. With support, can observe and measure weather for example temperature iin our school grounds. **End of Year 2, expected:** Can participle in simple fieldwork in school and the surround roads to our church. Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language). Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of the different units.

Primary Geography Programme of Study Statement	Unit of Study where Skill is Covered	Statement of Progression
Locational Knowledge		
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.	Year 3: Climate and Weather Year 3: Our World Year 4: The Americas Year 4: Earthquakes and Volcanoes	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made. Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. Can identify on a globe or map the position of the Prime/Greenwich Meridian. Can describe the significance of latitude and longitude. **End of Year 4, expected:** Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use a map to locate some states of the USA (e.g. California). Can use a map or atlas to locate some countries and cities in Europe or North and South America.
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.	Year 3: Climate and Weather Year 3: Coasts Year 4: Rivers and the Water Cycle	**End of Year 3, expected:** Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited). Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). **End of Year 4, expected:** Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.
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).	Year 3: Climate and Weather Year 3: Our World Year 4: The Americas Year 4: Earthquakes and Volcanoes	**End of Year 3, expected:** Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Can talk about time zones and day and night. **End of Year 4, expected:** Can describe and compare the physical and human characteristics of some regions in North or South America. Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator) Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.
Place knowledge		
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.	Year 3: Climate and Weather Year 3: Coasts Year 4: The Americas	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone). Can describe the characteristics of settlements with different functions. **End of Year 4, expected:** Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions. Can describe and compare the physical and human characteristics of some regions in North or South America. Offer explanations for the similarities and differences between some regions in North or South America. Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).
Human and physical geography		
Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Year 3: Climate and Weather Year 3: Coasts Year 4: Rivers and the Water Cycle Year 4: Earthquakes and Volcanoes	**End of Year 3, expected:** Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can describe how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding). **End of Year 4, expected:** Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).
Describe and understand key aspects of 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.	Year 3: Coasts Year 4: The Americas Year 4: Earthquakes and Volcanoes	**End of Year 3, expected:** Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks. **End of Year 4, expected:** Can describe the characteristics of (North American) settlements with different functions. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).
Geographical skills and fieldwork		
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 3: Climate and Weather Year 3: Our World Year 3: Coasts Year 4: The Americas Year 4: Rivers and the Water Cycle Year 4: Earthquakes and Volcanoes	**End of Year 3, expected:** Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics) Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them. Can use most of the vocabulary introduced in the unit when talking about their map. Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). **End of Year 4, expected:** Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map). Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).
Use the eight points of a compass, four/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.	Year 3: Our World Year 4: The Americas	**End of Year 3, expected:** Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). Can use directional language and grid references when talking about locations. **End of Year 4, expected:** Can give direction instructions up to eight compass points. Can make a map of a route with features in the correct order and in the correct places.
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.	Year 3: Climate and Weather Year 3: Coasts (if possible) Year 4: Rivers and the Water Cycle	**End of Year 3, expected:** Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary. **End of Year 4, expected:** In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).

Primary Geography Programme of Study Statement	Unit of Study where Skill is Covered	Statement of Progression
Locational Knowledge		
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.	Year 6: Europe – A Study of the Alpine Region Year 5: South America – The Amazon Year 6: Protecting the Environment	**End of Year 5, expected:** Can locate cities, countries and regions of South America on physical and political maps. Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). Can identify and locate a national or international environmental issue and explain why it is an issue **End of Year 6, expected:** Can locate cities, countries and regions of Europe on physical and political maps. Can describe key physical and human characteristics and environmental regions of Europe. Can identify and locate a national or international environmental issue and explain why it is an issue.
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.	Year 5: Changes in our Local Environment Year 6: Our World in the Future Year 6: Protecting the Environment	**End of Year 5, expected:** Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season). Can name and locate types of industry in the area and give reasons why they have changed over time. Can describe and give some reasons for local land use and suggest how this might change in the future. **End of Year 6, expected:** Can name and locate types of industry in the area and give reasons why they have changed over time. Can describe and give reasons for local land use and suggest how this might change in the future.
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).	Year 5: South America – The Amazon Year 6: Europe – A Study of the Alpine Region	**End of Year 5, expected:** Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc. **End of Year 6, expected:** Can describe the location of Europe, including the Apine Region the UK, latitude, hemisphere, etc.
Place knowledge		
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.	Year 5: Changes in our Local Environment Year 6: Europe – A Study of the Alpine Region Year 5: South America – The Amazon	**End of Year 5, expected:** Can describe how a (local) region has changed and how it is different from another region of the UK. Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Know that human activity is influenced by climate and weather and can give examples. Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin). Can illustrate how human activity is influenced by climate and weather. **End of Year 6, expected:** Can give information about a region of Europe and its physical environment, climate and economic activity. Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. Can describe hazards from physical environments and their management, such as avalanches in mountain regions. Can illustrate how human activity is influenced by climate and weather.
Human and physical geography		
Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Year 6: Europe – A Study of the Alpine Region Year 6: Journeys – Trade Year 5: South America – The Amazon Year 6: Protecting the Environment Year 6: Our World in the Future	**End of Year 5, expected:** Can describe and understand a range of key physical processes and the resulting landscape features. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. **End of Year 6, expected:** Can describe how a mountain region was formed. Can describe and understand a range of key physical processes and the resulting landscape features. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).
Describe and understand key aspects of 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.	Year 5: South America – The Amazon Year 6: Protecting the Environment Year 6: Europe – A Study of the Alpine Region Year 6: Journeys – Trade	**End of Year 5, expected:** Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue. Can describe where our energy and natural resources come from. Can identify environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation). **End of Year 6, expected:** Can describe key physical and human characteristics and environmental regions of Europe. Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can describe how food production is influenced by climate. Know that products we are imported as well as locally produced. Can name our energy sources and natural resources.
Geographical skills and fieldwork		
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 5: Changes in our Local Environment Year 5: South America – The Amazon Year 6: Our World in the Future Year 6: Europe – A Study of the Alpine Region Year 6: Journeys – Trade Year 6: Protecting the Environment	**End of Year 5, expected:** Can use maps, atlases and globes to locate areas being studied. Can use digital maps to investigate and describe features of an area. Can use a range of resources to locate national and global environmental issues Can locate and describe several physical environments in the UK. Can locate the UK's major urban areas. Can locate Brazil and the Amazon Basin and River and describe features studied. . **End of Year 6, expected:** Can use maps, atlases and globes to locate areas being studied. Can use digital maps to investigate and describe features of an area. Can use a range of resources to locate national and global environmental issues. Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region. Can use maps to locate places and countries that locally available products come from.
Use the eight points of a compass, four/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.	Year 5: Changes in our Local Environment Year 6: Protecting the Environment Year 5: Our World in the Future	**End of Year 5, expected:** Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions). Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols). Can make sketch maps of the local area using symbols, a key and a scale. **End of Year 6, expected:** Can use and talk about a variety of maps of Europe and the Alpine Region, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols). Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues.
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.	Year 5: Changes in our Local Environment Year 5: South America – The Amazon Year 6: Our World in the Future Year 6: Europe – A Study of the Alpine Region Year 6: Journeys – Trade Year 6: Protecting the Environment	**End of Year 5, expected:** Can use fieldwork to investigate key questions and begin to answer them. Can use fieldwork to observe, describe and record the environment and create a sketch map, using symbols and key Can use fieldwork to observe and describe local human and physical features and compare them with those in the Amazon. **End of Year 6, expected:** Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital. Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. Can record/list products available locally and say whether they are produced locally and/or imported.