

NMPS: Core knowledge and skills progression by year group *(Review previously taught skills and layer on new skills introduced in your Year group)*

Geography	Places	Patterns	Communicate Geographically
Nursery	<ul style="list-style-type: none"> Where do my family and friends live? Exploration of origins of families and where they live now. 	<ul style="list-style-type: none"> Recognise changes throughout the seasons of the year in weather and the effect on the local environment. 	<ul style="list-style-type: none"> Build bridges and describe what they can be used for. Where might you find a bridge? Why are they built?
Reception	<ul style="list-style-type: none"> Recognise similarities and differences between life in this country and other countries. Make a simple map of the school and local community. 	<ul style="list-style-type: none"> Recognise changes throughout the seasons of the year in weather and the effect on the local environment. 	<ul style="list-style-type: none"> Recognise different environments and use basic geographical language to describe the seaside.
1 Review learning from EYFS	<ul style="list-style-type: none"> 1a - Ask and answer geographical questions, e.g. <i>What is this place like? What or who will I see in this place? What do people do in this place?</i> 1b - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 1c - Use world maps, atlases and globes to identify the UK and the world's continents and oceans. 1d - Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> 1e - Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment 1f - Identify land use around the school. 1g - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> 1h - Use basic geographical vocabulary to refer to key physical features (beach, coast, forest, ocean, weather) and key human features (city, town, village, house, shop). 1i - Use compass directions (north, south, east and west) and locational language, (e.g. near and far) to describe the location of features and routes on a map.
2 Review Y1 skills	<ul style="list-style-type: none"> 2a - Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied. 2b - Use aerial images and plan perspectives to recognise UK landmarks and basic physical features. 2c - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 	<ul style="list-style-type: none"> 2d - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country. 	<ul style="list-style-type: none"> 2e - Use basic geographical vocabulary to refer to key physical features (hill, mountain, river, soil, valley, vegetation) and key human features (factory, farm, office, hospital). 2f - Devise a simple map; Use and construct basic symbols in a key. Use simple grid references (A1, B1).
3 Booklet to recap previous learning on same themes	<ul style="list-style-type: none"> 3a - Ask and answer geographical questions about the physical and human characteristics of a location. 3b - Use maps, atlases, globes and digital mapping to locate countries studied and describe features. 3c - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. 3d - Name and locate counties and cities of the UK and their geographical regions 3e - Identify the key human and physical characteristics of UK regions, including key topographical features and land use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> 3f - Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle 3g - Describe geographical similarities and differences between countries in the UK. 	<ul style="list-style-type: none"> 3h - Describe key aspects of physical geography (volcanoes, earthquakes, mountains, climate zones, biomes and vegetation belts) and human geography (settlement, land use). 3i - Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the UK.
4 Booklet to recap previous learning on same themes	<ul style="list-style-type: none"> 4a - Use a range of resources to identify the key physical and human features of a location studied. 4b - Name and locate European countries and their major cities, including Russia. 4c - Identify the key human and physical characteristics of a European country, including key topographical features and land use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> 4d - Describe geographical similarities and differences between the countries studied. 	<ul style="list-style-type: none"> 4e - Describe key aspects of physical geography (rivers, water cycle) and human geography (settlement, land use). 4f - Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the UK and the wider world.
5 Booklet to recap previous learning on same themes	<ul style="list-style-type: none"> 5a - Collect and analyse statistics and other information in order to draw clear conclusions about locations. 5b - Identify and describe how the physical features affect human activity within a location. 5c - Name and locate Asian countries and their major cities. 5d - Identify the key human and physical characteristics of a country within Asia, including key topographical features and land use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> 5e - Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night) 5f - Understand some of the reasons for geographical similarities and differences between the countries studied. 5g - Describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> 5h - Describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts) and human geography (settlement, land use, economic activity including trade links). 5i - Use the eight points of a compass, four figure grid references, symbols and a key (that uses Standard Ordnance Survey symbols) to communicate knowledge of the UK and the world.
6 Booklet to recap previous learning on same themes	<ul style="list-style-type: none"> 6a - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features of the local area. Record the results in a range of ways. 6b - Name and locate North and South American countries and their major cities. 	<ul style="list-style-type: none"> 6d - Describe how locations around the world are changing and explain some of the reasons for change. 6e - Describe geographical diversity across the world. 	<ul style="list-style-type: none"> 6f - Describe and understand key aspects of physical geography and human geography (Review all features taught in previous year groups, including the distribution of natural resources, including energy, food, minerals and water supplies). 6g - Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)

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| | <ul style="list-style-type: none">• 6c - Identify the key human and physical characteristics of a South American country, including key topographical features and land use patterns; and understand how some of these aspects have changed over time. | | |
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