



Key Knowledge, Skills and Understanding for Geography

EYFS

Key Knowledge and Skills

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

Key Skills and Understanding

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. <p>Recognise some environments that are different to the one in which they live.</p>
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings.



			<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.



**Key Knowledge, Skills and Understanding for Geography****Year 1****Key Knowledge****Why can't a meerkat live in the North Pole?**

- Do they know where the North Pole, South Pole and Equator are located on a world map or atlas?
- Do they know at least three animals that live in a hot place such as the desert?
- Do they know at least three animals that live in a cold place such as the North or South Pole?
- Do they know that sand and rocks are features of a hot environment and snow and ice are features of a cold environment?

Where do and did the wheels on the bus go?

- Do they recall their own home address (house number and street name)?
- Do they know the name of the town they live in?
- Do they know the name of the city they live in?
- Do they know the four countries of the United Kingdom: England, Wales, Scotland and Northern Ireland?

Key Skills and Understanding

	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Expected	<ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? • Can they answer questions about the weather? • Can they keep a weather chart? 	<ul style="list-style-type: none"> • Can they tell someone their address? • Can they explain the main features of a hot and cold place? • Can they describe a locality using words and pictures? • Can they explain how the weather changes with each season? • Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? 	<ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? 	<ul style="list-style-type: none"> • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they point out where the equator, north pole and south pole are on a globe or atlas? • Can they identify any characteristics of the UK? • Can they locate the UK on an atlas?
Exceeding	<ul style="list-style-type: none"> • Can they answer questions using a weather chart? • Can they make plausible predictions about what the weather may be like later in the day or tomorrow? 	<ul style="list-style-type: none"> • Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? 	<ul style="list-style-type: none"> • Can they name different jobs that people living in their area might do? 	<ul style="list-style-type: none"> • Can they name a few towns in the south and north of the UK?





Key Knowledge, Skills and Understanding for Geography

Year 2

Key Knowledge

Would you rather live in Salford or Kenya?

- Do they know that the seven continents of the World are Asia, Africa, North America, South America, Antarctica, Europe and Australasia?
- Do they know the four countries that make up the UK are England, Wales, Scotland and Northern Ireland and that their capital cities are London, Cardiff, Edinburgh and Belfast?
- Do they know that the five oceans of the World are Pacific, Atlantic, Indian, Southern and Arctic?

Why do we love to be beside the seaside?

- Do they know where to find the following places on a map, Manchester and Blackpool?
- Do they know that the key features of a coastal town can consist of; cliffs, beaches, sea, a promenade, a pier, a harbour, caves and a lighthouse?

Key Skills and Understanding

	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Expected	<ul style="list-style-type: none"> • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? • Can they make plausible predictions about what the weather may be like in the UK and different parts of the world? • Can they recognise landmarks and human and physical features on an aerial photograph? 	<ul style="list-style-type: none"> • Can they describe some physical features of their own locality? • Can they explain what makes a locality special? • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? 	<ul style="list-style-type: none"> • Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? 	<ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the oceans surrounding the UK and find them in an atlas? • Can they name the capital cities of England, Wales, Scotland and Northern Ireland? • Can they find where they live on a map of the UK? • Can they identify any characteristics of Salford? • Can they identify similarities and differences between Salford and Kenya? • Can they point out the North, South, East and West associated with maps and compass?
Exceeding	<ul style="list-style-type: none"> • Can they make inferences by looking at a weather chart? 	<ul style="list-style-type: none"> • Can they find the longest and shortest route using a map? • Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? 	<ul style="list-style-type: none"> • Can they explain how the weather affects different people? 	<ul style="list-style-type: none"> • Can they locate some of the world's major rivers and mountain ranges?



Key Knowledge, Skills and Understanding for Geography

Year 3

Key Knowledge

Who are our European neighbours?

- Do they know the names of at least three European countries and their capital cities? (France, Greece, Spain)
- Do they know where the Mediterranean is and can explain that people go there for holidays because of the warm weather, the different scenery and the food?
- Do they know how the lives of people living in France and Greece would be different from their own, for example, their lifestyle, education, food and money?

What makes the Earth angry?

- Do they know that a volcano is created when magma rises to the surface of the Earth and explodes?
- Do they know that an earthquake is caused when rock underground suddenly breaks along a fault, making the ground shake?
- Do they know one positive and one negative impact volcanos have on people's lives, for example, tourism and damage to land and housing?
- Do they know the names and locations of at least three of the world's most famous volcanos? (Vesuvius/Italy, Fuji/Japan, Krakatau/Indonesia)

Key Skills and Understanding

	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Expected	<ul style="list-style-type: none"> • Do they use correct geographical words to describe a place and the events that happen there? • Can they identify key features of a locality by using a map? • Can they begin to use 4 figure grid references? • Can they accurately plot NSEW on a map? • Can they use some basic OS map symbols? • Can they make accurate measurement of distances within 100Km? 	<ul style="list-style-type: none"> • Can they use maps and atlases appropriately by using contents and indexes? • Can they describe how volcanoes are created? • Can they describe how earthquakes are created? • Can they confidently describe physical features in a locality? • Can they locate the Mediterranean and explain why it is a popular holiday destination? • Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)? 	<ul style="list-style-type: none"> • Can they describe how volcanoes have an impact on people's lives? • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features? • Can they explain why a place is like it is? • Can they explain how the lives of people living in the Mediterranean would be different from their own? 	<ul style="list-style-type: none"> • Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the countries that make up the European Union? • Can they name several countries in the Northern Hemisphere? • Can they locate and name some of the world's most famous volcanoes? • Can they name and locate some well-known European countries? • Can they name and locate the capital cities of neighbouring European countries? • Are they aware of different weather in different parts of the world, especially Europe? • Can they use digital/computer mapping to locate countries and describe features?
Exceeding	<ul style="list-style-type: none"> • Can they work out how long it would take to get to a given destination taking account of the mode of transport? 	<ul style="list-style-type: none"> • Can they explain why a locality has certain physical features? 	<ul style="list-style-type: none"> • Can they explain how people's lives vary due to weather? 	<ul style="list-style-type: none"> • Can they name the two largest seas around Europe?



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Year 4

Key Knowledge

Why is Manchester such a cool place to live?

- Do they know that Manchester is a city within England, Europe and the Northern Hemisphere?
- Do they know that Manchester, London and Birmingham are major cities in the UK?
- Do they know these landmarks in Manchester; Manchester Cathedral, Ordsall Hall and John Rylands Library.
- Do they know that a city is the largest type of settlement, containing many buildings and a cathedral?

Key Skills and Understanding

	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Expected	<ul style="list-style-type: none"> • Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? • Can they use fieldwork to observe, measure, record and present the human and physical features in the local area (sketch maps, plans and graphs and digital technologies)? 	<ul style="list-style-type: none"> • Can they describe the main features of a well-known city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? • Can they use a key accurately? • Can they explain how a locality has changed over time with reference to human and physical features? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? 	<ul style="list-style-type: none"> • Do they know the difference between the British Isles, Great Britain and UK? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name the countries that make up the UK? • Can they locate and name some of the main islands that surround the UK? • Can they name the areas of origin of the main ethnic groups in the UK & in their school? • Can they use digital/computer mapping to locate countries and describe features?
Exceeding	<ul style="list-style-type: none"> • Can they give accurate measurements between 2 given places within the UK? 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Can they explain how people are trying to manage their environment? 	<ul style="list-style-type: none"> • Can they name the counties that make up the home counties of London? • Can they name some of the main towns and cities in Greater Manchester?





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Year 5

Key Knowledge

What's so special about the USA?

- Do they know that the capital of the USA is Washington D.C?
- Do they know that there are 23 countries in The North American continent, with the USA being 1 of those countries?
- Do they know that the Grand Canyon is located in the North Eastern area of the state of Arizona (South West USA)?
- Do they know that the 'Original Americans' were the first to settle in North America?

Why should the rainforests be important to us all?

- Do they know that the Amazon Rainforest is located in South America?
- Do they know that there are endangered plants and animals in the rainforest such as, the Orchid plant and the Golden Lion Tamarin Monkey?
- Do they know that the Amazon Rainforest is the largest tropical rainforest in the world?
- Do they know that the Amazon River is located in South America and is 6,400km long?

Key Skills and Understanding

	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Expected	<ul style="list-style-type: none"> • Can they collect information about a place and use it in a report? • Can they map land use and identify patterns? • Can they find possible answers to their own geographical questions? • Can they make detailed sketches and plans, improving their accuracy later? • Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> • Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location, with reference to physical features? • Can they explain how the water cycle works? • Can they explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live by rivers? • Can they explain how a location fits into its wider geographical location, with reference to human and economical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features? 	<ul style="list-style-type: none"> • Can they name and locate many of the world's major rivers on maps? • Can they name and locate many of the world's most famous mountain regions on maps? • Can they locate the USA and Canada on a world map and atlas? • Can they locate and name the main countries in South America on a world map and atlas? • Can they begin to recognise the climate of a given country according to its location on the map? • Can they use digital/computer mapping to locate countries and describe features?
Exceeding	<ul style="list-style-type: none"> • Can they work out an accurate itinerary detailing a journey to another part of the world? 	<ul style="list-style-type: none"> • Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? 	<ul style="list-style-type: none"> • Can they report on ways in which humans have both improved and damaged the environment? 	





Key Knowledge, Skills and Understanding for Geography

Year 6

Key Knowledge

'I'm a Year 6, get me out of here' - maps topic

- Do they know that different symbols represent different places and objects on a map (e.g. a dashed green line is a footpath)?
- Do they know the names of the 8 points of a compass (North, South, East, West, Northeast, Southeast, Northwest, Southwest)?
- Do they know that eastings go from left to right on a grid and northings go bottom to top, to read grid references?
- Do they know that a scale on a map represents the real-life distance?

Key Skills and Understanding

	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Expected	<ul style="list-style-type: none"> • Can they confidently explain scale and use maps with a range of scales? • Can they choose the best way to collect information needed and decide the most appropriate units of measure? • Can they make careful measurements and use the data? • Can they use OS maps to answer questions? • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? • Can they begin to use 6 figure grid references? 	<ul style="list-style-type: none"> • Can they give extended descriptions of the physical features of different places around the world? • Can they describe how some places are similar and others are different in relation to their human features? • Can they accurately use a 4-figure grid reference? • Can they create sketch maps when carrying out a field study? 	<ul style="list-style-type: none"> • Can they give an extended description of the human features of different places around the world? • Can they map land use with their own criteria? • Can they describe how some places are similar and others are different in relation to their physical features? 	<ul style="list-style-type: none"> • Can they recognise key symbols used on ordnance survey maps? • Can they name the largest desert in the world? • Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? • Can they explain how the time zones work? • Can they name the main lines of latitude, meridian of longitude and the equator? • Can they use digital/computer mapping to locate countries and describe features?
Exceeding	<ul style="list-style-type: none"> • Can they define geographical questions to guide their research? • Can they use a range of self-selected resources to answer questions? 	<ul style="list-style-type: none"> • Can they plan a journey to another part of the world which takes account of time zones? • Do they understand the term sustainable development? Can they use it in different contexts? 	<ul style="list-style-type: none"> • Can they explain how human activity has caused an environment to change? • Can they analyse population data on two settlements and report on findings and questions raised? 	<ul style="list-style-type: none"> • Can they name and locate the main canals that link different continents?

