



Geography Skills Progression 2022



Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	Name and locate different parts of the local Community.	Name and locate local town. know what a continent is and that we live in Europe I can name, locate and identify the countries and capitals of the UK.	Name, locate and identify 4 countries in UK and their basic characteristics and capital cities. Name and locate the world's seven continents and five oceans. Know where in the world the North and South Poles and Equator are. Name, locate and identify the seas surrounding the UK	Know geographical regions of UK and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.	Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.

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Place Knowledge	Name and locate different parts of the local community.	<p>Observe and describe the human and physical geography of a small area of the United Kingdom.</p> <p>Identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine)</p> <p>Describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at another place I have studied).</p> <p>Talk about and describe my locality.</p>	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 non-European country.	<p>To know what the UK capital cities and where are these located?</p> <p>To describe different locations of the British Isles. To know the geographical similarities and differences of regions in the UK</p>	Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p> <p>Understand some of the reasons for similarities and differences.</p>

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Human and Physical Geography	<p>Use the local area for exploring both the built and the natural environment.</p> <p>Express their opinions on natural and built environments.</p>	<p>Identify seasonal/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.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the</p>	<p>Identify seasonal/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.</p> <p>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather), human features (inc city, town, village, factory,</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>	<p>Describe and understand key aspects of :</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p>

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Geographical Skills and Fieldwork	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.</p> <p>Find out about the environment by talking to people, examining photographs, simple maps and visiting places</p> <p>Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.</p>	<p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Use locational and directional language (eg, near and far, left and right, N, W, S, E), Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds as well as the key human and physical features of its surrounding environment. To use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons,</p>	<p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. To use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and 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.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, and four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

		<p>Notice and describe patterns.</p> <p>Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</p> <p>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</p>					
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Using Maps	<p>Follow simple directions..</p> <p>Draw a map of a real or imaginary place</p> <p>Look at signs and symbols on different types of maps for example in school, and the local community</p> <p>Use a simple map with symbols to spot features in the school grounds or in the local community.</p>	<p><u>Year 1 and 2</u></p> <ul style="list-style-type: none"> To know what a map is and that maps give information about places in the world (where/what?). Locate land and sea on maps. Recognise that maps need titles. Recognise simple features on maps e.g. buildings, roads and fields Know which direction is North on a map. Draw a simple map e.g. of a garden, route map, place in a story. Follow a route on a map starting with a picture map of the school. Use and construct basic symbols in a map key. Begin to realise why maps need a key Look down on objects and make a plan e.g. of the classroom or playground. <p>To know the 4 points on a compass</p>	<p><u>Year 2</u></p> <p>How can we find out where places are located?</p> <ul style="list-style-type: none"> Use a range of maps and globes (including picture maps) at different scales. Use large scale maps and aerial photos of the school and local area. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. 	<p>To use maps to develop our knowledge of the British Isles by using maps.</p> <p>Begin to use junior atlases and map sites on internet.</p> <p>To know why a key is needed.</p> <p>To use/recognise atlas symbols.</p> <p>Begin to identify features on aerial/oblique photographs.</p> <p>Begin to draw a sketch map from a high view point.</p> <p>Try to make a simple scale drawing.</p> <p>To start to use standard symbols.</p>	<p>To find local places on an Ordnance Survey map?</p> <p>To use Junior atlases and map sites on internet..</p> <p>To investigate what symbols are used on OS maps</p> <p>To start to explore the human and physical features represented on OS maps</p> <p>Locate places on large scale maps, (India on globe)</p> <p>Follow a route on a large scale map.</p> <p>To sketch map from a high view point with key and symbol</p> <p>To identify features on aerial/oblique photographs.</p> <p>To make a scale drawing</p>	<p>To know the definitions of: 'human feature' and 'physical feature' and how they are represented on an OS map.</p> <p>To know how is land height shown on Ordnance Survey maps</p> <p>To know what a contour line is and why they are used</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Draw a plan view map with some accuracy.</p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p>	<p>To know how to locate places on Ordnance Survey maps</p> <p>To read and use is a six-figure grid reference</p> <p>To understand how is distance represented on a map?</p> <p>Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Draw a plan view map accurately.</p> <p>Recognise world map as a flattened globe.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p>

		<p>How can give directions?</p> <ul style="list-style-type: none">• Use programmable toys or sprites to move around a course/screen following simple directional instructions.			<p>Begin to draw a variety of thematic maps based on their own data.</p>	<p>Use/recognise OS map symbols and atlas symbols.</p>
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