

Geography Progression in Skills

Key subject areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Development matters: Draw information from a simple map. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community. Recognise some environments that are different from the one in which</p>	<p>By the end of KS1 children will: -Name and locate the world's 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 -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 -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 -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 -Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key</p>	<p>By the end of KS2 children will: -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 -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 -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) -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 -Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -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 - 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</p>				

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	<p>they live. Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p>	<p>human and physical features of its surrounding environment.</p>					
<p>Locational knowledge</p>	<p>Identifying land and water on a map or globe Making observations about the characteristics of places (in stories,</p>	<p>Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map</p>	<p>Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in</p>	<p>Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including</p>	<p>Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the</p>	<p>Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating key physical features in countries studied on a map . Locating key</p>	<p>Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating key physical features in countries studied on a map . Locating key</p>

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	<p>photographs or in the school grounds/local area).*</p>	<p>which continent they live in.</p> <p>Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city.</p>	<p>Locating the surrounding seas and oceans of the UK on a map of this area. Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city</p>	<p>significant environmental regions. Locating some key human features in countries studied.</p> <p>Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle</p>	<p>'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns.</p>	<p>human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed</p>	<p>human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts</p> <p>Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed</p>
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<p>Place knowledge</p>	<p>Discussing how environments in stories and images are different to the environment they live in.</p>	<p>Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country.</p>	<p>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.</p>	<p>Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p>	<p>Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may</p>	<p>Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.</p>	<p>Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.</p>
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					have different lives to people in the UK.		
Human & Physical Geography	<p>Observing weather across the seasons.</p> <p>Observing and discussing the effect the changing seasons have on the world around them.</p> <p>Beginning to use the names of the seasons in the correct context.</p>	<p>Describing how the weather changes with each season in the UK.</p> <p>Describing the daily weather patterns in their locality.</p> <p>Confidently using the vocabulary 'season' and 'weather'.</p> <p>Recognising some physical features in their locality.</p> <p>Recognising some human features in their locality</p>	<p>Locating some hot and cold areas of the world on a world map.</p> <p>Locating the Equator and North and South Poles on a world map.</p> <p>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p>Describing the key physical features of a coast using subject specific vocabulary</p> <p>Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary.</p>	<p>Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location.</p> <p>Explaining why different locations have different human features.</p> <p>Explaining why people might prefer to live in an urban or rural place.</p> <p>Describing how humans can impact the environment both positively and negatively, using examples.</p>	<p>Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location.</p> <p>Explaining why different locations have different human features.</p> <p>Explaining why people might prefer to live in an urban or rural place.</p> <p>Describing how humans can impact the environment both positively and negatively, using examples.</p>	<p>Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples</p>	<p>Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples</p>

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<p>Geographical skills & fieldwork</p>	<p>Ask questions about the world around them</p> <p>Commenting on the features they see in their school and school grounds</p> <p>Creating some of the features they notice in their school and school grounds.</p> <p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>	<p>Ask questions about the world around them</p> <p>Commenting on the features they see in their school and school grounds</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</p> <p>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features</p>	<p>Recognising there are different ways to answer a question.</p> <p>Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p> <p>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making</p>	<p>Beginning to choose the best approach to answer an enquiry question</p> <p>Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two- step geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect</p>	<p>Beginning to choose the best approach to answer an enquiry question</p> <p>Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two- step geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire /</p>	<p>Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.</p> <p>Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</p> <p>Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.</p> <p>Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain</p>	<p>Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.</p> <p>Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</p> <p>Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.</p> <p>Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain</p>
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			<p>digital audio recordings when interviewing someone.</p> <p>Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.</p>	<p>quantitative fieldwork data.</p> <p>Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality</p>	<p>interviews to collect quantitative fieldwork data.</p> <p>Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical</p>	<p>areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork</p> <p>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p>	<p>areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork</p> <p>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p>
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				could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.
Geographical skills & fieldwork continued..	Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds.	Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's seven continents (Europe and Asia). Using an atlas to locate the Atlantic Ocean and Pacific Ocean. Using directional language to	Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied. Using the scale bar on a map to estimate distances.	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied. Using the scale bar on a map to	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g

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<p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary</p>	<p>describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple</p>	<p>on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route.</p> <p>Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to</p>	<p>Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map</p> <p>Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an</p>	<p>estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map</p> <p>Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S,</p>	<p>settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose.</p> <p>Confidently using the key on an OS map to name and recognise key physical and human</p>	<p>settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose.</p> <p>Confidently using the key on an OS map to name and recognise key physical and human</p>	<p>settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose.</p> <p>Confidently using the key on an OS map to name and recognise key physical and human</p>
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	<p>maps even if features are indistinguishable</p>	<p>pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school.</p>	<p>make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p>	<p>aerial photograph and then locating these on an OS map of the same locality and scale in regions studied</p>	<p>E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied</p>	<p>features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.</p>	<p>features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.</p>
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