

Progression of skills: Geography

EYFS

Understanding the world (People and Communities)

Children talk about past and present events in their own lives and the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

EYFS

Understanding the world (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Geographical Skill	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Upper KS2
Location Knowledge	Name and locate local town and own country – England and the capital city is London. 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. Name and locate the world's seven continents and five oceans.	Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (inc hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. Linking with local History, map how land use has changed in local area over time; compare land use maps of UK from past with the present, focusing on land use. Locate and name the main counties and cities in England. Compare 2 different regions in UK rural/urban.	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.	Year 5 Locate the main countries in Europe and North or South America. Locate and name principal cities. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day
					Year 6 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. Name and locate the key topographical features (inc. coast, features of erosion, hills, mountains and rivers) and understand how these features have changed over time.

Geographical Skill	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Upper KS2
Place Knowledge	Observe and describe the human and physical geography of a small area of the United Kingdom. Barton/school- local study	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. Barton – Seaside - Kenya	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a European country.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Isle of Wight	Year 5 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.
					Year 6 Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.
Geographical Skill	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Upper KS2
Human and Physical Geography	Introduce and investigate 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	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. Use basic Geographical	Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation	Year 5 Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle

	poles. Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. And that of a contrasting non-European country.???? (shall we?) India?? Barton/school – local study	vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. Barton – Seaside -Kenya	understand how some of these aspects have changed over time. Types of settlements in modern Britain: villages, towns, cities. Celt settlements?	belts Types of settlements in Viking, Saxon Britain linked to History.	including transpiration; climate zones, biomes and vegetation belts. Year 6 Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.
Geographical Skill	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Upper KS2
Geographical Skills and Fieldwork	Use maps, atlases and globes to identify the continents and oceans studied at this key stage. Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. 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. Use fieldwork and observational skills to study the key human and physical features of the schools	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Learn the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. 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.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied U the eight points of a compass, and four- six figure grid references, including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range	Year 5 Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. 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. 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.

		surrounding areas.		of methods, including sketch maps, plans and graphs, and digital technologies.	Year 6 Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. 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.
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