



## Skills Progression: Geography

### National Curriculum Programmes of Study:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>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.</li> <li>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.</li> <li>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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>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.</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the</li> </ul>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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).</li> <li>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.</li> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>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.</li> </ul> </li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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.</li> <li>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.</li> </ul>			

key human and physical features of its surrounding environment.

### **Skills Progression:**

	<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Locational Knowledge</b>	<p><b>To begin developing locational knowledge in EYFS children should:</b></p> <p><b>L1:</b> Be able to name places in my day to day life e.g. places that I regularly visit or are important to my family.</p>	<p><b>To develop locational knowledge in KS1 children should:</b></p> <p>L2: Name and locate the 7 continents.</p> <p>L3: Name and locate the four countries of the UK and their capital cities.</p> <p>L4: Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing.</p> <p>L5: Draw and label pictures to show location.</p> <p>L6: Name and locate the 5 oceans using maps and globes.</p> <p>L7: Name and locate the seas that surround the UK.</p> <p>L8: Be able to identify cities in contrasting countries.</p>	<p><b>To continue developing locational knowledge in lower KS2 children should:</b></p> <p>L9: Use an index to locate countries, cities and landmarks using an atlas.</p> <p>L10: Locate countries, cities and landmarks using Google Maps and on a globe.</p> <p>L11: Locate world's countries, environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map.</p> <p>L12: Describe their location in relation to the equator, tropics, hemispheres and the poles.</p>	<p><b>To refine locational knowledge in upper KS2 children should:</b></p> <p>L13: Locate physical geographical features on a map and describe their location in relation to land use and look for patterns in the locations.</p> <p>L14: Locate countries of interest on a world map and identify key features and characteristics.</p> <p>L15: Locate the seas around the UK, and some counties which suffer flooding.</p> <p>L16: Compare aerial photos and maps over time.</p> <p>L17: Understand how time zones are shown on a map.</p> <p>L18: Begin to use latitude and longitude to describe location.</p>

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Place Knowledge	<p><b>To begin developing place knowledge in EYFS children should:</b></p> <p>PK1: I can ask questions about what it is like in another country.</p> <p>PK2: I can show my knowledge of other countries through role play and art work.</p>	<p><b>To develop their place knowledge in KS1 the children should:</b></p> <p>PK3: Retell what it is like in another country.</p> <p>PK4: Express own views about a place, people and environment.</p> <p>PK5: Compare food in contrasting countries.</p> <p>PK6: Make comparisons between the UK and life in another country.</p> <p>PK7: Study pictures/videos of two differing localities, make comparisons between life in the UK and life in Isles od Scilly/Serrekuda, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</p> <p>PK8: Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>PK9: Express own views about a place, people and environment.</p> <p>PK10: Give detailed reasons to support own likes, dislikes and preferences.</p>	<p><b>To continue developing their broader place knowledge base in lower KS2 the children should:</b></p> <p>PK11: Compare both physical and humans features of England and another region.</p> <p>PK12: Describe how people can both improve and damage an environment.</p> <p>PK13: Understand geographical similarities and differences through the study of human and physical differences.</p> <p>PK14: Understand how some aspects have changed over time.</p> <p>PK15: Identify features of a place using aerial photographs.</p> <p>PK16: Make detailed maps using a key.</p> <p>PK17: Compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p><b>To refine their place knowledge in uppers KS2 children should:</b></p> <p>PK18: Understand geographical similarities and differences of the UK and another region.</p> <p>PK19: Describe how physical geography influences the day to day life of inhabitants of an area.</p> <p>PK20: Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p>

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Physical Geography</b>	<p>To begin developing a concept of physical geography children should:</p> <p>PG1: I can use everyday vocabulary to name common physical features.</p>	<p>To develop their concepts of physical geography children in KS1 should:</p> <p>PG2: Name some types of weather and describe the weather associated with the four seasons.</p> <p>PG3: Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>PG4: Ask questions about the weather and seasons.</p> <p>PG5: Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>PG6: Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p>PG7: Understand that different countries have different climates.</p>	<p>To continue developing their concepts of physical geography children in lower KS2 should:</p> <p>PG9: Locate rivers in UK and other regions.</p> <p>PG10: Draw diagrams, produce writing and use the correct vocabulary for rivers.</p> <p>PG11: Ask and answer questions about rivers.</p> <p>PG12: Describe the journey of a river from source to sea.</p> <p>PG13: Describe the different climate zones and vegetation belts on a global scale.</p>	<p>To refine concepts of physical geography children in upper KS2 should:</p> <p>PG14: Describe how physical geographical features are formed.</p> <p>PG15: Describe, understand and explain the water cycle using scientific terminology and explain the changes of state.</p> <p>PG16: Describe how geographical features change over time.</p>

	<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Human Geography</b>	<p><b>To begin developing a concept of human geography children should:</b></p> <p>H1: Show respect of different cultures.</p>	<p><b>To develop their concepts of human geography children in KS1 should:</b></p> <p>H2: Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>H3: Recognise that humans have a choice in their lifestyle.</p> <p>H4: Use the terms to compare different lifestyles.</p>	<p><b>To continue developing their concepts of human geography children in lower KS2 should:</b></p> <p>H5: Explain how humans use physical geographical features for a variety of purposes.</p> <p>H6: Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK.</p> <p>H7: Compare different types of settlements and land use.</p> <p>H8: Recognise that our choices impact the lives of other people.</p>	<p><b>To refine concepts of human geography children in upper KS2 should:</b></p> <p>H9: Describe how humans are impacted both positively and negatively by physical features.</p> <p>H10: Recognise that humans can have some control over physical features.</p> <p>H11: Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>H12: Analyse the positive and negative impact of a human change on both a local and global scale.</p>

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Geographical skills and fieldwork</b>	<b>To begin developing a concept of geographical skills and fieldwork children should:</b>	<b>To develop their concepts of geographical skills and fieldwork children in KS1 should:</b>	<b>To continue developing their concepts of geographical skills and fieldwork children in lower KS2 should:</b>	<b>To refine concepts of geographical skills and fieldwork children in upper KS2 should:</b>
	SF1: Observe closely what is around me and make comments on what I see.	SF2: Use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right)	SF15: Use the 8 points of a compass.	SF23: Use 6 figure grid references.
		SF3: Make a simple map. (Y1)	SF16: Use four grid references, a key and common OS symbols on a map.	SF24: Explain what data, which has either been collected or researched, shows and the impact of it.
		SF4: Use photos to locate a familiar place.	SF17: Ask and respond to questions about places and the environment making comparisons.	SF25: Record data in a line graph.
		SF5: Draw simple sketches (Y2 with labels).	SF18: Offer explanations for the location of human and physical features in different localities.	SF26: Use less common OS symbols to show geographical features.
		SF6: Observe and record information about the local area e.g. how many shops there are near the school?	SF19: Follow a journey using computer mapping – Google Maps / Geocaching.	SF27: 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.
		SF7: Children to take photos of interesting things in the local area and explain what the photos show.	SF20: Collect data using surveys and present it in a bar chart.	
		SF8: Look at a simple map of the local area and identify the things they know and have seen.	SF21: Understand how colours are used on a map to show different physical zones.	
		SF9: Use the four compass points to say simple directions.	SF22: 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 mapping technologies.	
		SF10: Use locational and directional language to describe the location of features and routes on a map.		
		SF11: Draw own maps, include a key on a map using my own symbols. (Y2)		
		SF12: Recognise a familiar place from aerial photos.		
		SF13: Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.		

		<p>SF14: Collect data using observations and record it in a table.</p>		
--	--	--	--	--