



Progression of Geography Skills taught from EYFS to Year 6

Reception EYFS			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work
To be able to name places in my day to day life e.g. places that I regularly visit or are important to my family.	To ask questions about what it is like in another country.  To show my knowledge of other countries through role play and art work.	To use everyday vocabulary to name common physical features.  To show respect of different cultures.	To observe closely what is around me and make comments on what I see.

Year 1			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work



<p>To name and locate the four countries of the UK and their capital cities.</p> <p>To identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>To use picture maps to follow a simple route.</p> <p>To begin to use world maps and globes to identify the 7 continents, countries and oceans.</p>	<p>To compare geographical similarities of different parts of the UK.</p> <p>To compare food in contrasting countries.</p>	<p>To name some types of weather and describe the weather associated with the four seasons.</p> <p>To use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</p> <p>To ask questions about the weather and seasons.</p> <p>To 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>To express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p>To identify the location of hot and cold areas of the World in relation to the Equator and the North and South Poles.</p>	<p>To use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right)</p> <p>To use photos to locate a familiar place.</p> <p>To observe and record information about the local area e.g. how many shops there are near the school?</p> <p>To take photos of interesting things in the local area and explain what the photos show.</p> <p>To look at a simple map of the local area and identify the things they know and have seen.</p> <p>To make a simple map using keys.</p>
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Year 2			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work
<p>To name and locate the 5 Oceans using maps and globes.</p> <p>To name and locate the seas that surround the UK.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>To make comparisons between the UK and life in another country.</p> <p>To study pictures/videos of two differing localities, make comparisons between life in the UK and life in contrasting counties such as Arctic/Kenya, 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>To draw pictures to show how places are different and write comparatively to show the difference.</p>	<p>Recognise and briefly describe the following: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley.</p> <p>To understand that different countries have different climates.</p> <p>To 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>To understand geographical similarities and differences through the study of human and physical geography of places such as London/South East,</p>	<p>Use the four compass points to say simple directions.</p> <p>To use locational and directional language to describe the location of features and routes on a map.</p> <p>To draw own maps, include a key on a map using my own symbols.</p> <p>To recognise a familiar place from aerial photos.</p> <p>To compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.</p> <p>To collect data using observations and record it in a table.</p>



		<p>Mediterranean Spain and Rio/surrounding areas.</p> <p>To use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	
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Year 3			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work
<p>To use maps to locate the worlds countries, focusing on Europe (including Russia) to locate cities and landmarks.</p> <p>To locate countries, cities and landmarks using Google Maps and, on a globe, focusing on North and South America.</p>	<p>To compare both physical and humans features of England and another European country.</p> <p>To describe how people can both improve and damage an environment.</p> <p>To use key vocabulary to compare countries and key geographical features.</p>	<p>To locate mountains and volcanoes using maps.</p> <p>To draw diagrams, produce writing and use the correct vocabulary for mountains and volcanoes.</p> <p>To ask and answer questions about mountains and volcanoes.</p> <p>Explain how humans use physical geographical features for a variety of purposes.</p>	<p>To use the 8 points of a compass.</p> <p>To include a key on a map using common OS symbols.</p> <p>To ask and respond to questions about places and the environment making comparisons.</p> <p>To offer explanations for the location of human and physical features in different localities. Follow a journey using computer mapping – Google Maps / Geocaching.</p> <p>To collect data using surveys and present it in a bar chart.</p>

Progression of skills Geography 2022





Year 4			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work
<p>To locate world’s countries using maps with a focus on Europe, North and South America. Exploring their environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes and compare sustainability levels.</p> <p>To describe their location in relation to the equator, tropics, hemispheres and the poles.</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK and another European country.</p> <p>To compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p>To 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. (South America and trade links around the world)</p> <p>To compare different types of settlements and land use.</p> <p>To recognise that our choices impact the lives of other people.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To use the eight points of a compass and follow directions to the nearest 10 degrees.</p> <p>To use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world.</p> <p>To understand how colours are used on a map to show different physical zones.</p>

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			<p>To 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.</p>
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Year 5			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work
<p>To locate the world's countries, using maps to focus on Europe (including the location of Russia), North and South America. Concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>To name and locate counties and cities of the United Kingdom, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</p>	<p>To 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.</p> <p>To extend use of vocabulary to describe and interpret similarities and differences between a region in the UK and a European country and a region within North or South America.</p>	<p>To use appropriate geographical vocabulary to formulate questions and informed opinions about geographical issues.</p> <p>To describe and understand key aspects of physical geography, including earthquakes.</p> <p>To describe and understand key aspects of human geography, including: types of settlement, land use and economic activity including trade links.</p> <p>To describe how physical geographical features are formed.</p> <p>To describe and understand the water cycle and how Tsunamis are formed.</p>	<p>To use four-figure grid references to build their knowledge of the United Kingdom and the wider world.</p> <p>To explain what data which has either been collected or researched shows and the impact of it.</p> <p>To record data in a line graph. To use less common OS symbols to show geographical features.</p> <p>To 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>



<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p>		<p>To describe how humans are impacted both positively and negatively by physical features. To recognise that humans can have some control over physical features.</p>	
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Year 6			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Field world
<p>To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and understand how some of these aspects have changed over time.</p> <p>To understand how time zones are shown on a map.</p> <p>To introduce use of contours on a map.</p>	<p>To draw conclusions and formulate further areas of enquiry when comparing 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.</p>	<p>To use secondary sources to identify relevant geographical questions and issues 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.</p> <p>To 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).</p> <p>To analyse the positive and negative impact of a human change on both a local and global scale.</p>	<p>To use six-figure grid references to build their knowledge of the United Kingdom and the wider world.</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (sketch maps, plans and graphs, digital technology).</p> <p>To communicate on geographical issues in ways appropriate to the task and audience and analyse evidence and suggest further areas of enquiry.</p>