

Geography Progression of skills

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Strand	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Locate and name the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capitals cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Locate and name the countries making up the British Isles, with their capital cities. Compare with UK. Locate and name the main counties and cities in/around Lewknor. Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Identify longest rivers in the world, largest deserts, highest mountains. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. 	<ul style="list-style-type: none"> Locate and name the main counties and cities in England. Compare 2 different regions in UK rural/urban. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Linking with local History, map how land use has changed in local area over time. 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. 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 including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. 	
	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like and dislike. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. 						
Place Knowledge	<ul style="list-style-type: none"> They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks. 	<ul style="list-style-type: none"> Compare a region in UK with a region in N. or S. America with significant differences and similarities. 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). Understand some of the reasons for similarities and differences. 	
	<ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Talk about features. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. 						
Human & Physical Geography	<ul style="list-style-type: none"> They make observations of animals and plants and explain why some things occur, and talk about changes They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Pole. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types. Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Human geography, including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain, Viking and Saxon Britain linked to History. Why did early people choose to settle there? Types of settlements in modern Britain: villages, towns, cities. 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Physical geography, including volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Human geography, including trade between UK and Europe Fair/unfair distribution of resources (Fairtrade). Distribution of natural resources focussing on energy 	
	<ul style="list-style-type: none"> Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. Identify seasonal patterns – focusing on plants and animals. Explore their local environment and talk about the changes they see. Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. 						

Geographical skills and fieldwork	<ul style="list-style-type: none"> • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur, and talk about changes 	<ul style="list-style-type: none"> • 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 • 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 • 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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.
	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Examine change over time. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?". 	<ul style="list-style-type: none"> • 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. • Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) 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 simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • Learn the eight points of a compass, Two figure to four-figure grid references. (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe 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.