

Geography Skills Progression

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Place	Locational Knowledge	Identify and describe features in the local environment, e.g. house, farm, church. Use photos and pictures to locate places in the local environment. Talk about the local environment in every day language. Talk about and describe people and places in the local area. Talk about similarities and differences between places, e.g. the school playground and the park.	Ask and answer geographical questions posed to them eg What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of their own location and a comparison location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases, globes and Google Earth to identify the United Kingdom and its countries, as well as naming the surrounding seas Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	•Ask and answer geographical questions that they seek to find out themselves or with a peer Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use clues from a map to help them classify an area Use world maps, atlases, globes and Google Earth to identify the United Kingdom and its countries, as well as the countries, continents and oceans of the world. Name and locate the world's continents and oceans	Ask and answer geographical questions about the physical and human characteristics of a location with increasing technical vocabulary. Explain own views about locations, giving reasons. Use maps, atlases, globes and google earth mapping to locate countries in Europe and describe features of some. Use a range of resources to name, distinguish and identify the key physical and human features of a location in Europe.	Ask and answer geographical questions about the physical and human characteristics of a location with increasing technical vocabulary. Be able to justify their opinion of a location with evidence. Use maps, atlases, globes and google earth mapping to locate countries around the world and describe features. Use a range of resources to name, distinguish and identify the key physical and human features of a location in the wider World.	Collect and begin to draw conclusions from statistics and other information in order to understand about different locations. Identify and begin to describe how the physical features might affect the human activity within a location. Use a range of geographical resources to give descriptions of the characteristic features of a location. Give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Analyse and give views on the effectiveness of different geographical representations of a location
	Place Knowledge	Talk about different ways to travel, e.g. on foot, by car, train, bus etc Create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. Talk about the things they like and don't like about the local environment. Talk about what people do in the local environment.	• Use aerial images, plan perspectives and other resources to recognise landmarks and basic physical features of the local area and that of a contrasting place in the UK. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map of a familiar place. Devise a simple map of an area they are familiar with grid references (A1, B1).	• Use aerial images, plan perspectives and other resources to recognise landmarks (human features) and basic physical features in a place they are unfamiliar with on a different continent. Use compass directions (north, south, east and west) and locational language (e.g. nearer and further away) to describe the location of features and routes on a map Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	Name and locate the countries of mainland Europe and choosing one, identify their main physical and human characteristics.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the continent of America, choosing a country, identify their main physical and human characteristics. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	Name and locate some of the countries and cities in Northern Europe, Scandinavia, and their identifying human and physical characteristics, and understand how some of these aspects have changed over time. Begin to use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Annotate maps of locations identifying patterns (such as: land use, climate zones, population density, height of land).	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population density height of land).

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Patterns & Comparisons	Human and Physical Geography		- Understand geographical similarities and differences through studying the human and physical geography of their local area. - Identify seasonal and daily weather patterns in the United Kingdom - Identify land use around the school.	- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of 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. - Identify land use around the school and compare this to land use in a place they are unfamiliar with on another continent.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting European country. Describe how the locality of the school has changed over time.	Describe geographical similarities and differences between their own country and that of one in the Wider World. Describe geographical similarities and differences between areas of the NE UK.	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Recognise geographical diversity across the world. Recognise that countries and geographical regions are interconnected and interdependent	Explore, in detail, the physical geography of our regions and link in all prior learning to look at Coasts and erosion that shape our country Describe how locations around the world are changing and explain some of the reasons for change including reference to weather phenomena and the effect on the physical features of our world. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent
	Fieldwork		Use simple fieldwork and observational skills to study the immediate geography of the school and the key human and physical features of its surrounding environment	Use simple fieldwork and observational skills, including data collection to study the geography of the school and the key human and physical features of its wider surrounding environment	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	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.	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways depending on audience.
Vocabulary		Use simple vocabulary: city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather	Use basic geographical vocabulary to refer to: key physical features , including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features , including: city, town, village, factory, farm, house, office and shop.		Describe key aspects of: physical geography , including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography , including: settlements and land use.		Describe and understand key aspects of: physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography , including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	