



Progression of skills in Geography

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Geographical enquiry | <p>Can they make observations about the weather?</p> <p>Can they name the season that we are in?</p> <p>Can they make observations about their environment?</p> | <p>Can they answer questions about the weather?</p> <p>Can they keep a weather chart?</p> | <p>Can they discuss things they see on their local visit?</p> <p>Can they label a diagram or photograph using some geographical words?</p> <p>Can they talk about an environmental issues they see in their local area?</p> | <p>Can they compare data collected with data from another country?</p> <p>Can they record their findings in an appropriate way?</p> | <p>Can they analyse different sets of data from contrasting countries?</p> <p>Can they present data they had collected in an accurate graph?</p> | <p>Can they collect information about a place and use it in a report?</p> <p>Can they plan a journey to a place in another part of the world, taking account of distance and time?</p> | <p>Can they ask questions relating to a popular debate and follow a line of enquiry?</p> <p>Can they choose the best way to collect information needed and decide the most appropriate units of measure? Can they make careful measurements? Can they analyse this data and compare it to past data?</p> |
| Location knowledge | <p>Navigating around their local environment – school</p> <p>Map from home to school</p> <p>Map of the Meadow</p> <p>Understanding and using simple directional language</p> <p>Positional language</p> <p>Awareness of the town that they live in / go to school in.</p> <p>Awareness of the country that we live.</p> | <p>Name and locate local town.</p> | <p>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.</p> | <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p> | <p>Locate the worlds 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.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> | <p>Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> | <p>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.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> |

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| Place Knowledge | Asking questions and comparing the similarities and differences between the country that we live in with countries around the world that they may have visited or be familiar with. | Observe and describe the human and physical geography of a small area of Devon in the United Kingdom. | 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. | Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. | 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. | Compare a region in UK with a region in N. or S. America with significant differences and similarities. | 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. |
| Human & physical knowledge | Daily weather observations and looking at the weather forecast. Use basic Geographical vocabulary to refer to physical features of their school and its grounds. | 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 vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. | 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 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 | Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. | Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Types of settlements in modern Britain: villages, towns, cities. | Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon Britain linked to History. | Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T) |

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| | | | non-European country. | | | | |
| Geographical skills & fieldwork | <p>Use maps, puzzles, atlases and globes to identify and discuss different countries that they are familiar with.</p> <p>Positional language and basic directional language when on the meadow.</p> <p>Creating their own maps.</p> | <p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p> | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>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.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, and four-figure grid references.</p> <p>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.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>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.</p> <p>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.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>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.</p> |