

Geography Progression of Skills and Knowledge EYFS

Fieldwork

Can make basic observations about the environment they are in.
Can draw a basic sketch showing some key features of the environment they are in or know.
Can measure using simple words and simple recording.
Can work in a group to ask and answer questions.

Map Skills

Can recognise a globe and map of the world.
Can use basic directional language: up, down, right, left, under and around.
Can draw a simple map using imagination or knowledge of a specific place, eg playground or bedroom.
Can ask and answer questions about places, features and environments.

My new School

People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same thing, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: 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. They make observations of animals and plants and explain why some things occur, and talk about changes.

Uk and 4 countries

To comment about aspects of the familiar world
Begin to ask questions about aspects of the familiar world Talk about similarities and differences between places.
Talk about the features of their immediate environment.
To use vocabulary including beach, hill, forest, mountain, sea.
To use vocabulary including town, farm, house, shop
To comment on the daily weather.
Children are able to recognise a globe and map of a world.

Geography Progression of Skills and Knowledge Year 1

Fieldwork

Can make simple observations.
Can use a photo, video or audio taken by an adult as evidence of what they have seen.
Can draw a simple sketch map showing key features of the school, its grounds and surrounding environments.
Can work in a group with an adult to ask questions about the school, its grounds and surrounding environment.
Can measure using simple words and frequency recording.
Can reach a simple conclusion to the fieldwork question or prediction.

Map skills

Can use picture maps and globes.
Can identify the world's five oceans and seven continents on a map.
Can use simple directional language: near, far, left and right to describe location of features and routes on a map.
Can use plan perspectives to recognise landmarks and basic human and physical features.
Can draw basic maps and create own symbols.
Can ask questions about specific places and environments.

My local park

Identify seasonal and daily weather patterns in the United Kingdom
Use simple compass directions (North, South, East and West)
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.
Devise a simple map with a key.
Identify human features of our local area.
Identify physical features of our local area.

Seasons and weather

Identify seasonal weather patterns in the UK
Identify daily weather patterns in the UK

Locational Knowledge

Name and locate the world's seven continents and five oceans
Name and locate the four countries of the UK.
Name and locate capital cities of the UK.
Identify seasonal and daily weather patterns in the United Kingdom
use basic geographical vocabulary to refer to: vegetation, season and weather, soil, city, town, village, factory, farm
use simple compass directions (North, South, East and West)
Identify the characteristics of the four capital cities of the UK
Identify the characteristics of the four countries of the UK
Name and identify the seas surrounding the UK.
Identify the equator and the North and South Poles.

Human and Physical- hot and cold places

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
use simple compass directions(North, South, East and West
Location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Geography Progression of Skills and Knowledge Year 2

Fieldwork

Can make detailed observations.
Can use a camera, video or audio to gather evidence of what they have seen.
Can draw a sketch map with labels showing key features of the school, its grounds and surrounding environments.
Can ask trusted and familiar adults questions about the school, its grounds and surrounding environments.
Can measure using a guided tally and standard units such as minutes and metres.
Can present findings simply using maps and graphs.
Can reach a simply described conclusion to the fieldwork question or prediction.

Map Skills

Can use a simple atlas.
Can identify the UK, its countries and the comparison area of the UK and a contrasting non-European country.
Can use the four-point compass directions: North, South, East and West to describe location of features and routes on a map.
Can use aerial photographs to recognise landmarks and basic human and physical features.
Can draw a simple map and use agreed realistic, in line with Ordnance Survey (OS) map, symbols to make a simple key.
Can ask a series of questions about places and environments.

Places

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 use simple compass directions (North, South, East and West) and locationa
I 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

Human and physical -Hot and cold habitats

Identify seasonal and daily weather patterns 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 vegetation, season and weather
key human features
Identify hot and cold areas of the world in relation to the Equator and the North and South poles.

Maps and fieldwork

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 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 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.

Geography Progression of Skills and Knowledge Year 3

Fieldwork

Can make links to different observations in the local area.
 Can use a camera, video or audio to gather appropriate data.
 Can draw a sketch map with simple annotations showing human and physical features of the local area.
 Can confidently ask questions to a range of people.
 Can measure accurately using a tally and standard units.
 Can identify benefits and limitations of data collection methods.
 Can present data and findings simply using maps, graphs and digital technologies.
 Can reach a thoroughly described conclusion to the fieldwork question or prediction.

Map Skills

Can confidently use a range of maps and images.
 Can locate countries and describe features studied in the KS2 National Curriculum.
 Can confidently use compass directions: North, South, East and West to follow and give directions to build knowledge of the UK and the wider world.
 Can use letter and number co-ordinates to locate features on a map.
 Can draw a simple map of a familiar short route using OS symbols.
 Can ask geographical questions about places and environments and express opinions.

Types of settlement and land use

human geography, including: types of settlement and land use, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

South America: Peru

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
 Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night)
 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
 Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
 Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy food minerals and water.

Uk region

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
 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geography Progression of Skills and Knowledge Year 4

Fieldwork

Can make clear links between different observations in the local area.
Can use a camera and locate labelled photographs on a map.
Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.
Can devise and ask questions using geographical vocabulary to recognise that others may think differently.
Can measure using simple instruments, digital technologies and can measure more than one aspect at once.
Can describe the benefits and limitations of data collection methods.
Can present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher-led question to child-led conclusion.

Map Skills

Can confidently use globes, atlases, images, aerial photographs and begin to use computer mapping.
Can locate countries and describe features studied in the KS2 National Curriculum. Can identify the eight-point compass directions: North, North East, East, South East, South, South West, West, and North West to follow and give directions to build knowledge of the UK and the wider world.
Can use four-figure grid references to locate features on a map.
Can draw an accurate map of a short route using OS symbol.
Can ask questions and answer questions about places and environments to aid investigations and express their different opinions relating to issues.

Natural resources

Locate the world's countries, using maps to focus on Oceania concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night)
Human geography, including the distribution of natural resources including energy, food, minerals and water
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Use the eight points of a compass to build their knowledge of the wider world
Use 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, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies

Biomes and climate zones

Locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night)
Physical geography: climate zones
Physical geography: biomes and vegetation belts
Physical geography: water cycle

Geography Progression of Skills and Knowledge Year 5

Fieldwork

Can make clearly explained links between observations in the local area.
 Can use a camera and locate annotated photographs on a map.
 Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.
 Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view.
 Can measure human and physical features in the local area using a range of appropriate instruments.
 Can simply justify data collection methods.
 Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion.
 Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with evidence.

Map Skills

Can confidently use an atlas including the contents page and index.
 Can locate countries and describe features studied in the KS2 National Curriculum.
 Can confidently use the eight-point compass directions: North, North East, East, South East, South, South West, West and North West to follow and give directions to build knowledge of the UK and the wider world.
 Can accurately use four-figure grid references on an OS map and attempt six-figure grid references.
 Can draw a sketch map using OS symbols and a key.
 Can ask questions to carry out an investigation and express the opinions from a range of points of view.

Rivers and water cycle

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 Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, latitude, longitude, Tropic of Cancer and Capricorn
 Physical geography, including rivers
 Physical geography, including the water cycle

Similarities and differences between uk and Italy

locate the world's countries, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 human geography, including: types of settlement and land use, economic activity including trade links,
 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,
 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

Economic activity

Locate the world's countries, using maps to focus on Africa concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
 Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night)
 Physical geography: climate zones
 Physical geography: biomes and vegetation belts
 Human geography: the distribution of natural resources including food and water
 Human geography: economic activity including trade links

Geography Progression of Skills and Knowledge Year 6

Fieldwork

Can make clearly explained links between observations in the local area and the wider world to identify patterns.
Can use a camera and locate annotated photographs on a map.
Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.
Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view.
Can accurately measure human and physical features in the local area using a range of appropriate instruments .
Can confidently justify and evaluate data collection methods.
Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion.
Can reach a described and explained conclusion to the fieldwork

Map Skills

Can confidently use a range of maps, atlases, images, globes and digital mapping.
Can locate countries and describe features studied in the KS2 National Curriculum.
Can confidently and accurately use the eight-point compass directions: North, North East, East, South East, South, South West, West and North West to follow and give directions to build knowledge of the UK and the wider world.
Can accurately use six-figure grid references on an OS map.
Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale.
Can ask a range of geographical questions to carry out an investigation and can explain the opinions from a range of different points of view.

The uk region

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
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
Describe and understand key aspects of Physical geography.
Describe and understand key aspects of Human geography, including: types of settlement and land use, economic activity including trade links

Volcanoes and earthquakes

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
physical geography, including, mountains, volcanoes and earthquakes
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.

North America: San Fransico

. Locate the world's countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night)
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.
Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
Human geography: types of statement and land use, economic activity including trade links, and the distribution of natural resources including energy food minerals and water.