



Whole School Progression of Skills

GEOGRAPHY

EYFS	Key Stage One		Key Stage Two			
30 – 50 months 40 – 60+ months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location & Place Knowledge Objectives						
<p><u>Understanding the world</u> Children know about similarities and difference in relation to places, people, 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.</p>	<ol style="list-style-type: none"> 1. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 2. Name and locate the world's 7 continents and 5 oceans 3. 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 	<ol style="list-style-type: none"> 1. 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 2. 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) 3. 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 in North or South America 	<ol style="list-style-type: none"> 1. Name and locate countries 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 2. 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 in North or South America 3. 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) 			
Location & Place Knowledge Skills						
<p><u>30-50 months:</u> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<ol style="list-style-type: none"> 1. -Use maps and globes to locate the UK. -Be able to identify the 4 countries and label the capital cities. -Explain the purpose of a capital city and form opinions on how this affects population size. 	<ol style="list-style-type: none"> 1. -Build on prior knowledge of UK regions by using maps to locate countries of Europe and North and South America - Use atlases/maps to describe and locate places using 4 figure grid references. 	<ol style="list-style-type: none"> 1. -Use maps to locate and label countries and cities of the UK. - Use 6 figure grid references to identify countries and cities in the UK, the main mountain ranges and the longest rivers. 			

40-60+ months:

- Looks closely at similarities, patterns and change.

-Use simple compass directions (North, South, East and West) to describe the location of features on a map.

2. -Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.
-Locate the continents on a map.

3. -Study pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country, 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?
-Study pictures of the localities in the past and in the present and ask 'How has it changed?'
-Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.

- Study maps to make assumptions about the different areas of Europe or America e.g. using map keys to identify mountainous areas, urban areas.

- Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.
-Study some pictures of different parts of Europe or America (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.

- Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.g Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.

- Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.

2. -Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.

- Critically study photographs – do they think these were taken close to the Equator or further away.

- Identify the different hemispheres on a map.

- Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.

- Locate and label different countries/continents in the Northern and Southern hemisphere.

- Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.

3. -Look at maps, pictures and other sources to identify similarities and differences between a UK region and a region in a European country.

- Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.

- Identify main trade and economy in a chosen European region and compare to region of the UK.

- Look at settlements and their locations.

- Locate and label rivers and mountains on maps of the UK.

- Focus on key areas of the UK and identify human (land use, population density etc) and physical characteristics (rainfall, vegetation etc). How it has changed. How has the land changed? What made it change?

2. -Look at maps, pictures and other sources to identify similarities and differences between a UK region and a region in a North or South America.

- Identify main trade and economy in a chosen North or South American region and compare to region of the UK.

- Study maps of the North or South America to identify environmental regions. Compare and contrast these regions.

- Locate the key physical and human characteristics in your chosen region. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.

- Reflect on the importance and value of the tourism industry in your chosen areas.

3. -Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.

- Use maps to identify longitude and latitude.

- Understand the Greenwich Meridian line and how it terminates at the North and South poles.

- Explain how the Greenwich Meridian line affects time zones around the world.

- Understand where the Arctic and Antarctic circle is and identify countries that are located here.

- Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.

Human & Physical Geography Objectives

Understanding the world

Children know about similarities and difference in relation to places, people, 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.

1. 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
2. Use basic geographical vocabulary to refer to:
 - i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

1. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

1. 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

Human & Physical Geographical Skills

30-50 months:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how they work.
- Show an interest in different occupations and ways of life.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.

40-60+ months:

- Looks closely at similarities, patterns and change.

1. -Ask questions about the weather and seasons.
 - 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.
 - Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.
 - Use both maps and globes, identify the coldest places in the world – The North and South pole.
 - Make predictions about where the hottest places in the world are?
 - Children to identify the equator and locate the places on the Equator which are the hottest.
2. -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.

1. -Use and explain the term 'Climate zone.'
 - Identify the different climate zones as well as identifying them using maps.
 - Understand what affects climate.
 - Compare the climate zones of the UK and relate this knowledge to the weather in the local area.
 - Discover the cause of Global warming and be able to research its implications and consequences of Global warming on the future.
 - Understand the term biome and the main types, which are: Tundra, Desert, Grassland and Tropical Rainforest.
 - Be able to locate areas of biomes on a world map .e.g. Antarctica and the Amazon Rainforest.
 - Locate mountain ranges, rivers and oceans on a world map.
 - Consider how the location of these geographical features has shaped life e.g. big cities near rivers?
 - Understand how geographical features are marked on a map.

1. -Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.
 - Discover where food comes from.
 - Discuss and debate fair trade.
 - Investigate the facts and join in a reasoned discussion.
 - Generate solutions and promote ethically sound trade.
 - Understand what import and export trade is.
 - Identify countries which trade with one another.
 - Understand why its important to import from elsewhere.
 - Using a chosen case study of a given area, (e.g. Roman settlements, Viking settlements, the Victorian times etc...) explain where settlements were located and why, what settlements were like, how the land was used and how land use has changed over time.
 - Look at transport links and how they have changed over time.

-Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
 -Be able to verbalise and write about similarities and differences between the human and physical features

-Use the language of rivers: erosion, deposition and transportation.
 -Explain the process of rivers and the water cycle.
 -Locate places in the world where volcanoes occur.
 -Understand the cause of volcanoes and the processes that occur before they erupt.
 -Describe the stages of a volcanic eruption.
 -Discuss how volcanoes affect human life.
 -Describe and explain the processes that cause earthquakes.
 -Draw conclusions about the impact of natural disasters.

-Identify main economies in the immediate area. Compare with trade in the past. Understand how and why it has changed.

Geographical Skills & Fieldwork Objectives

Understanding the world
 Children know about similarities and difference in relation to places, people, 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.

 Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

1. 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

 2. 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

 3. 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

 4. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

 2. Use the 8 points of a compass, 4 and 6-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

 3. 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.

1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

 2. Use the 8 points of a compass, 4 and 6-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

 3. 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.

Geographical Skills & Fieldwork Skills

30-50 months:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how they work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.
- Shows an interest in technical toys with knobs or pulleys, or real objects such as cameras or mobile phones.

40-60+ months:

- Looks closely at similarities, patterns and change.
- Uses ICT hardware to interact with age-appropriate software.

1. -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
 - Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
 - Add labels onto a sketch map, map or photograph of features.
 - Use and construct basic symbols in a key.
 - Follow a route on a map.

- 2.- Carry out a small survey of the local area/school
 - Ask and respond to basic geographical questions e.g. How many bus stops are there close to school?
 - How many shops are there close to school?
 - Use basic observational skills
 - Use a pro-forma to collect data e.g. tally survey
 - Recognise a photo or a video as a record of what has been seen or heard
 - Use a camera in the field to help to record what is seen

- 3.- Use maps to locate the four countries and capital cities of UK, its surrounding seas and position in the world.
 - Locate and name on a world map and globe the seven continents and five oceans.
 - Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles.

4. - Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map

- 1.- Identify features on an aerial photograph, digital or computer map
 - Name & locate the counties and cities of the UK
 - Name and locate countries in Europe (including Russia) and their capitals cities
 - Begin to match boundaries (e.g. find same boundary of a country on different scale maps)
 - Locate the UK on a variety of different scale maps

2. -Begin to use 8 figure compass and four figure grid references to identify features on a map.
 - Locate places using a range of maps including OS & digital
 - Recognise and use OS map symbols, including completion of a key and understanding why it is important
 - Follow a route on a large scale map.

- 3.-Ask geographical questions about the local area e.g. How is land used around the School? How busy is the traffic in the surrounding areas?
 - Be able to record and present findings.
 - Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction
 - Make a map of a short route experiences, with features in current order
 - Use standard symbols, and understand the importance of a key.
 - Select views to photograph
 - Add titles and labels giving date and location information
 - Consider how photo's provide useful evidence use a camera independently
 - Locate position of a photo on a map

- 1.-Compare maps with aerial photographs
 - Select a map for a specific purpose
 - Use atlases to find out data about other places
 - Use latitude and longitudinal lines.
 - Find and recognise places on maps of different scales
 - Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages

- 2.-Use 8 figure compass and 6 figure grid reference accurately
 - Follow a short route on a OS map
 - Describe the features shown on an OS map
 - Begin to use and recognise atlas symbols
 - Use and recognise OS map symbols regularly

- 3.- For a chosen field project in the local area, (e.g. traffic survey, such as, parking problems, varying needs of different high street users, traffic flow at different times of the day) select appropriate methods for data collection.
 - Use graphs to display collected data.
 - Evaluate the quality of data collected and suggest improvements.
 - Use sketches as evidence in an investigation. select field sketching from a variety of techniques
 - Annotate sketches to describe and explain geographical processes and patterns
 - Evaluate their sketch against set criteria and improve it
 - Make a judgement about the best angle or viewpoint when taking an image or completing a sketch
 - Use photographic evidence in their investigations
 - Evaluate the usefulness of the images

Subject specific vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals Autumn Beach Building City Clothes Farm Festival Frosty Hill House Lake Language Local Park Path People Place Pond Rain Road Sea Seasons Shop Snow Spring Summer The months of the year Thunderstorm Water Weather Windy Winter Wood world	Capital city Castle Church Cloud Cliff Coast Cold Compass Country Countryside Equator Forest Freezing Globe Ground Hot Island Journey Local area Map Mountain Office River Route Shop Street Town Temperature United Kingdom Village Weather chart	Adapt Atlas Continent Diagram East England Europe Facilities Habitat Harbour Human Ireland Jamaica Man-made North Oceans Office Photograph Physical Port Scotland Seaside South Symbol The names of the world's oceans Wales West Wildlife Valley Vegetation	Antarctica Climate Desert Destination Earthquake European countries Eruption Human features Index Key Landscape Land use Locality Map index Mountain range Natural disasters North east North west Northern hemisphere Southern hemisphere Tropical	Active Aftershock Ash cloud Avalanche Biomes Climate zones Dormant Erosion European Union 4 figure grid reference Grassland Human features Names of cities of the UK Ordnance Survey Physical features Precipitation Processes Survey Tropical Rainforest Tundra Water Cycle	Culture Data Environment Export Fair trade Fieldwork Import Land borders Measurements Natural resources Population Region Resources Scale Source Settlement Topographical features Trade Transport links	Arctic circle Antarctic Circle Aerial photograph Citizen Distribution Economy Economic activity Energy Land use Latitude Locality Longitude Minerals 6 figure grid reference Time zones Tropics: Cancer & Capricorn Vegetation belts