



## Progression of Skills in Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Skills and Fieldwork</b>	<p><b><u>Understanding the world</u></b></p> <p><b><u>Technology:</u></b></p> <p>children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Compass directions (NESW)</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right],</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>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.</p>	<p>Compass directions (NESW)</p> <p>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</p> <p>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</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 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.</p>	<p>Measuring straight line distance</p> <p>Ordnance Survey</p> <p>Relief map</p> <p>use maps, atlases, globes 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 to build their knowledge of the United Kingdom and the wider world</p> <p>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.</p>	<p>Measuring winding distance</p> <p>Ordnance Survey</p> <p>Flow line map/graph</p> <p>use maps, atlases, globes 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 to build their knowledge of the United Kingdom and the wider world</p> <p>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.</p>	<p>4-figure grid references</p> <p>Choropleth map (relief, water stress etc)</p> <p>Fieldwork link to science (living things and habitats)</p> <p>use maps, atlases, globes 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, 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.</p>	<p>6-figure grid reference</p> <p><i>Contour lines</i></p> <p>Ordnance Survey</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

<b>Locational Knowledge</b>	<p><b><u>The world:</u></b></p> <p>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.</p>	<p>UK's countries and capitals and seas.</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>7 continents and 5 oceans (including Equator)</p> <p>name and locate the world's seven continents and five oceans</p>	<p>Identifying Tropics and equator.</p> <p>locate the world's countries, using maps to focus on the UK and Africa. Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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.</p>	<p>Location of key countries (Russia, India, Australia etc.) – use jigsaw to help?</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia).</p> <p>Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>North America (including Central America)</p> <p>South America (locate chosen country)</p> <p>identify the position 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)</p> <p><b>*Don't stereotype continents/countries!</b></p> <p>locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>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)</p> <p>How have human and physical features of the world changed over time?</p>
<b>Human and Physical</b>		<p>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</p>	<p>Create thematic map to identify and illustrate key physical and human features.</p> <p>use basic geographical vocabulary to refer to: 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</p>	<p>Water cycle (including settlements near coasts and rivers)</p> <p>Relief map to show impact on land use.</p> <p>Volcanoes</p> <p>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</p>	<p>EU trade links (Brexit)</p> <p>Climate change</p> <p>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</p>	<p>USA (economic activity in New York; water stress in California etc)</p> <p>Choose country – look at physical/human features and make links.</p> <p>*Present findings to other classes.</p> <p>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,</p>	<p>Social, Economic, Environmental, Political</p> <p>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</p>

				the distribution of natural resources including energy, food, minerals and water		economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
<b>Place Knowledge</b>	<p><b><u>People and communities:</u></b></p> <p>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 things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>		Choose a country from Asia/Africa/Oceania OR ocean (maybe Arctic?) 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	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a non-European country.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	<p>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 or South America.</p> <p><b>Comparison with previously taught countries/continents.</b></p>	<p>Fairtrade (fortnight)</p> <p>Around the world in 19 days (link to skills throughout KS1 and 2)</p>