



Geography Progression of Skills and Knowledge (2 year rolling programme)

EYFS: Through **Understanding of the World**, the 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 to another.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Geographical Enquiry	<ul style="list-style-type: none"> • Ask and respond to simple closed questions from teacher led questions. • Use information books/pictures as sources of information. • Use simple fieldwork and observational skills/ • Children encouraged to ask simple geographical questions; where is it? What is it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Make appropriate observations about why things happen. 	<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Begin to collect and record evidence. • Analyse evidence and begin to draw conclusions. • Ask and respond to questions and offer own ideas. • Extend to satellite images, aerial photographs. • Collect and record evidence with some support. • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps. 	<ul style="list-style-type: none"> • Begin to suggest questions for investigating. • Begin to use primary and secondary sources of evidence in their investigations. • Collect and record evidence unaided. • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales. • Suggest questions for investigating. • Use primary and secondary sources of evidence in their investigations. • 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. • Analyse evidence and draw conclusions.
Locational Knowledge	<ul style="list-style-type: none"> • Follow directions (up, down, left/right, forwards/backwards) • Name, locate and identify characteristics of 	<ul style="list-style-type: none"> • Use 4 compass points to follow/give directions: • Use simple grid references to locate 	<ul style="list-style-type: none"> • Use 8 compass points. • Begin to use 4 figure grid references to locate features on a map.

	<p>the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> • Use compass directions and locational language to describe locations and routes on a map. • Use simple grid references (A1, B1). • Name and locate the world's continents and oceans. 	<p>features on a map.</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical and understand how some of these aspects have changed over time. • Explain own views about locations, giving reasons. • Use 4 compass points well and begin to use 8 compass points. • Use simple grid references to locate features on a map confidently. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Explain own views about locations, giving detailed reasons. 	<ul style="list-style-type: none"> • 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. • 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). • Use 8 compass points confidently and accurately. • Use 4 figure grid references confidently to locate features on a map. • Begin to use 6 figure grid references; use latitude and longitude on atlas maps. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
Place Knowledge	<ul style="list-style-type: none"> • Study the geography of the school and the key human and physical features of its surrounding environment. • 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. • 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 	<ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. • Describe how the locality of the school has changed over time. • Use a range of resources to identify the key physical and human features of a location. • Describe geographical similarities and differences between countries. 	<ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. • Describe how countries and geographical regions are interconnected and interdependent. • Understand some of the reasons for geographical similarities and differences between countries. • Use a range of geographical resources to give detailed

	contrasting non-European country.		<p>descriptions and opinions of the characteristic features of a location.</p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location.
Human and Physical	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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. 	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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.
Drawing Maps	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. Use own symbols on an imaginary map. Draw around objects to make a plan. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use class agreed symbols to make a simple key. Look down on objects to make a plan view map. 	<ul style="list-style-type: none"> Try to make a map of a short route experienced. Try to make a simple scale drawing. Know why a key is needed. Use standard symbols. Begin to draw a sketch map from a high view point. Make a map of a short route experienced, with features in correct order. Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Draw a sketch map from a high view point. 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Use/recognise OS map symbols. Draw a plan view map with some accuracy. Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise OS map symbols. Use atlas symbols. Draw a plan view map accurately.
Using Maps	<ul style="list-style-type: none"> Use a simple picture map to move around the school. Recognise that it is about a place. Use relative vocabulary (e.g. bigger/smaller, like/dislike). Learn names of some places within/around the UK. 	<ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy (e.g. whilst orienteering). Begin to match boundaries (E.g. find same boundary of a county on different scale maps). 	<ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick an atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places (e.g. find

	<ul style="list-style-type: none"> • Use picture maps and globes. • Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places. • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map). • Locate and name on UK map major features e.g. London, River Thames, home location, seas. • Find land/sea on globe. • Use teacher-drawn base maps. 	<ul style="list-style-type: none"> • Use large scale OS maps. • Begin to use junior atlases and internet map sites. • Begin to identify features on aerial/oblique photographs. • Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large-scale map. • Begin to match boundaries (E.g. find same boundary of a county on different scale maps). • Begin to identify significant places and environments. • Use large and medium scale OS maps. • Use junior atlases and internet map sites. • Identify features on aerial/oblique photographs. 	<p>wettest part of the world).</p> <ul style="list-style-type: none"> • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.) • Use index and contents page within atlases. • Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of places (e.g. mountain regions, weather patterns). • Use a scale to measure distances. • Draw/use maps and plans at a range of scales. • Confidently identify significant places and environments • Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe.
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