

## Geography – Progression of Skills

|                            |                             | EYFS  | Year 1/2   | Year 3/4   | Year 5/6   |
|----------------------------|-----------------------------|---|--|--|--|
| Geographical Knowledge     | 1. The UK and local area    | <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> </ul>   | <ul style="list-style-type: none"> <li>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map</li> <li>Know about the local area, and name and locate key landmarks. Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings.</li> </ul> | <ul style="list-style-type: none"> <li>Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</li> <li>Can locate and describe some human and physical characteristics of the UK</li> </ul>  | <ul style="list-style-type: none"> <li>Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</li> <li>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</li> <li>Can recognise broad land-use patterns of the UK</li> </ul>  |
|                            | 2. The world and continents |   | <ul style="list-style-type: none"> <li>Can name and locate the seven continents and five oceans on a globe or atlas</li> </ul>   | <ul style="list-style-type: none"> <li>Can locate some countries in Europe and North and South America on a map or atlas.</li> <li>Can relate continent, country, state and city, and identify states in North America using a map</li> <li>Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude</li> </ul>   | <ul style="list-style-type: none"> <li>Can locate cities, countries and regions of Europe and North and South America on physical and political maps.</li> <li>The pupil can describe key physical and human characteristics and environmental regions of Europe and North and South America.</li> <li>Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation</li> </ul> |
| Geographical Understanding | 3. Physical Themes          | <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> | <ul style="list-style-type: none"> <li>Can identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Can describe which continents have significant hot or cold areas and relate these to the poles and equator</li> <li>Can recognise a natural environment and describe it using key vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary</li> <li>Can use simple geographical vocabulary to describe significant physical features and talk about how they change.</li> <li>Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>Can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.</li> <li>Can describe what the climate of a region is like and how plants and animals are adapted to it.</li> <li>Can understand how food production is influenced by climate</li> <li>Can describe and understand a range of key physical processes and the resulting landscape features.</li> </ul>   |

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|  |   |  |   | <ul style="list-style-type: none"> <li>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains</li> </ul>  | <ul style="list-style-type: none"> <li>Can understand how a mountain region was formed</li> </ul>  |
|  | 4. Human Themes                         |  | <ul style="list-style-type: none"> <li>Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>Can identify and sequence a range of settlement sizes from a village to a city.</li> <li>Can describe the characteristics of settlements with different functions, e.g. coastal towns.</li> <li>Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas</li> </ul>   | <ul style="list-style-type: none"> <li>Know and understand what life is like in cities and in villages and in a range of settlement sizes.</li> <li>Can understand that products we use are imported as well as locally produced.</li> <li>Can explain how the types of industry in the area have changed over time.</li> <li>Can understand where our energy and natural resources come from</li> </ul>   |
|  | 5. Understanding places and connections | <ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> </ul> | <ul style="list-style-type: none"> <li>Can make observations about, and describe, the local area and its physical and human geography</li> <li>Can describe the physical and human geography of a distant place.</li> <li>Can describe their locality and how it is different and similar to a distant place</li> </ul> | <ul style="list-style-type: none"> <li>Can understand the physical and human geography of the UK and its contrasting human and physical environments.</li> <li>Can explain why some regions are different from others</li> <li>Can describe and compare similarities and differences between some regions in Europe and North or South America.</li> <li>Can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special</li> <li>Can understand how physical processes can cause hazards to people.</li> <li>Can describe some advantages and disadvantages of living in hazard-prone areas</li> </ul> | <ul style="list-style-type: none"> <li>Understand how a region has changed and how it is different from another region of the UK</li> <li>Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity</li> <li>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>Understand how human activity is influenced by climate and weather.</li> <li>Understand hazards from physical environments and their management, such as avalanches in mountain regions.</li> <li>Can explain several threats to wildlife/habitats</li> </ul> |

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| Geographical Skills and Enquiry | 6. Map and Atlas Work          | <ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> | <ul style="list-style-type: none"> <li>Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</li> <li>Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Can describe a journey on a map of the local area using simple compass directions and locational and directional language</li> </ul> | <ul style="list-style-type: none"> <li>Can use a map or atlas to locate some countries and cities in Europe or North and South America.</li> <li>Can use a map to locate some states of the USA.</li> <li>Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</li> <li>Can use four-figure grid references.</li> <li>Can give direction instructions up to eight compass points.</li> <li>Can adeptly use large-scale maps outside</li> </ul> | <ul style="list-style-type: none"> <li>Can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</li> <li>Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</li> <li>Can use thematic maps for specific purposes</li> <li>Can use four-figure grid references and find six-figure grid references.</li> <li>Can describe height and slope from a map.</li> <li>Can read and compare map scales</li> </ul> |
|                                 | 7. Fieldwork and Investigation | <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> </ul>  | <ul style="list-style-type: none"> <li>Can use aerial photos to identify physical and human features of a locality.</li> <li>Can draw a simple map with a basic key of places showing landmarks</li> <li>Can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data.</li> <li>Can locate features of the school grounds on a base map</li> </ul>                                   | <ul style="list-style-type: none"> <li>Can make a map of a short route with features in the correct order and in the correct places.</li> <li>Can make a simple scale plan of a room.</li> <li>Can present information gathered in fieldwork using simple graphs</li> <li>Can use the zoom function of a digital map to locate places</li> <li>Can, in a group, carry out fieldwork in the local area selecting appropriate techniques</li> </ul>  | <ul style="list-style-type: none"> <li>Can make sketch maps of areas using symbols, a key and a scale.</li> <li>Can use digital maps to investigate features of an area.</li> <li>Can present information gathered in fieldwork using a range of graphs</li> <li>Can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques</li> </ul>   |