

Geography Progression of Skills

Skill focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location knowledge	<ul style="list-style-type: none"> - Know about similarities and differences in relation to places. - Talk about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> - Name and identify the four countries in the UK - Understand the difference between urban and rural areas - Name local and city landmarks - Understand how some places are linked to other places. E.g.: roads, trains. - Name the polar regions 	<ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. - Name and locate the world's seven continents and oceans 	<ul style="list-style-type: none"> - Name countries outside of Europe and identifying their major cities. - Name and locate the cities within the UK 	<ul style="list-style-type: none"> - Identify countries, counties, cities of the UK and London Boroughs - Identify rivers in area outside of the EU - Identify London and the changes that have occurred over time including topographical features. - Recognise the shapes of continents 	<ul style="list-style-type: none"> - Name countries below the equator and identify and position and significance of latitude, longitude, equator, Tropics of Cancer and Capricorn and Prime time zones. (covered in maths) - Identify the key topographical features of a country in South America - Recognise the shape of different countries. - Know the location of EU countries with a high population 	<ul style="list-style-type: none"> - Name countries and identifying the significance of the northern hemisphere, the Arctic and Antarctic circle - Name UK and world rivers and discuss their key features - Develop understanding of world's different countries and their locations in relation to the UK
Place knowledge	<ul style="list-style-type: none"> - Know about similarities and difference in relation to place - Name, compare and describe familiar places 	<ul style="list-style-type: none"> - Know the different types of homes in their area - Link their homes with other places in their local community - Know about some present changes that are happening in the local environment - Suggest ideas for improving school environment 	<ul style="list-style-type: none"> - Make comparisons to small non-EU areas - Focus on similarities and differences using human and physical geography when making comparisons 	<ul style="list-style-type: none"> - Understand why there are similarities and differences between places - Develop an awareness of how places relate to one another 	<ul style="list-style-type: none"> - Know about the wider context of place: learning about the city of London where Twickenham is located - Understand why there may be differences between London and other parts of the UK 	<ul style="list-style-type: none"> - Use human and physical geography to understand why there are similarities and differences between the UK and a region of South America 	<ul style="list-style-type: none"> - Use human and physical geography to make wider comparisons between the EU, UK and places in North/South America
Human and physical Geography	<ul style="list-style-type: none"> - Talk about the features of their own immediate environment and how environments might vary from one another 	<ul style="list-style-type: none"> - Describe seasonal weather changes. - Understand the different jobs across the UK - Compare life in the UK to the Arctic 	<ul style="list-style-type: none"> - Identify seasonal and daily weather patterns within the UK and compare this to another non-EU country - Use basic geographical vocabulary to refer to human and physical features - Physical features 	<ul style="list-style-type: none"> - Identify physical and human features of an area outside of the EU and compare - Understand and describe weather patterns of the UK and compare with an area outside of the EU - Identify key aspects of industry in an area 	<ul style="list-style-type: none"> - Describe the human features London (social, economic and environmental) - Understand the effect of landscape features of the development of an area - Describe how people have been affected by the changes in their 	<ul style="list-style-type: none"> - Understand key aspects of physical geography vegetation belts and climate zones, - Understand how humans affect the environment in other parts of the world - To know about changes in environments across the world 	<ul style="list-style-type: none"> - Understand key aspects of physical geography such as: biomes, rivers and the water cycle - Understand physical features of coasts and begin to understand erosion and deposition - Understand the human effect on rivers and

			(beach, cliff, coast, mountain, sea, river) - Human features (city, town, village, farm)	outside of the EU and making comparisons with the UK - Understand the concept of fair-trade and its impact on society - Focus on Volcanoes and Earthquake and their formation - Build physical geography vocabulary; tectonic, periods of time, Earth's crust - Human impact on the environment and how we can change this	environment - Understand natural sources in the local environment	- Understand why people strive for sustainability	oceans and how we can reduce this - Understand key aspects of human geography such as, types of settlement and land use, economic activity and trade links and distribution of natural resources
Geographical skills and fieldwork	- Look closely at similarities, differences, patterns and change.	- Ask simple geographical questions e.g. What is it like to live in this place? - Use simple observational skills to study the geography of the school and its grounds - Use simple maps of the local area e.g. large-scale print, pictorial etc. - Use locational language (e.g. near and far, left and right) to describe the location of features and routes - Make simple maps and plans e.g. pictorial place in a story	- Use world maps, atlases and globes to identify the United Kingdom and its countries. - Use simple compass directions (North, South, East and West) - 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 - Use simple fieldwork and observational skills to study the geography of their school and its grounds	- Ask and respond to geographical questions - why the landscape like this is? What do you think has made it like this? - Make comparisons between different areas using aerial photographs (can be covered in India) - Recognise that people might hold different views about things and why (location/culture) - Increase geographical understanding of terms: transport, settlement, industry - Make more detailed fieldwork sketches - Use and interpret maps and use them to identify different locations - Make plans using maps and symbols	- Use maps to locate the River Nile and areas surrounding it (Google maps) - Understand the Water cycle and key vocabulary (Science) - Create their own journey through London using tube maps - Measure straight line distances using appropriate scales - Explore features of OS maps using six-figure grid references - Draw accurate maps with more complex keys - Plan the steps and strategies for a geography led enquiry - Use four figure grid references and use an 8-point compass	- Have a good understanding of a wide range of Geographical terms and their meaning such as: climate zones, vegetation belts - Use research and map skills to find the answer to geographical knowledge questions about Brazil - Use maps to identify Brazil's neighbouring countries	- Use maps, atlases, globes and digital computer mapping to local UK rivers and the seas they flow through - Use the eight points of compass, four and six-figure references, symbols and key - Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods for example sketch maps and digital technology - Use maps, charts to support a decision about the location of new places for example: adding a new building