

## Geography Progression of Skills

Skill focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>- Know about similarities and differences in relation to places.</li> <li>- Talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate the world's 7 continents</li> <li>-Name and locate the world's 5 oceans</li> <li>- Name and identify the four countries in the UK</li> <li>- Understand the difference between urban and rural areas</li> <li>- Name local landmarks</li> <li>- Name the polar regions</li> </ul>	<ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the four countries and capital cities of the UK and <b>its surrounding seas.</b></li> <li>-Name countries in the continent of Africa and locate them</li> <li>Name and locate the world's 5 continents and 7 oceans and use locational language to describe where they are</li> </ul>	<ul style="list-style-type: none"> <li>- Name countries in Europe and some of their capital cities</li> <li>- Name some countries in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>- Identify countries, counties, cities of the UK</li> <li>- Identify rivers in area outside of the EU</li> <li>- Identify London and the changes that have occurred over time including topographical features.</li> </ul>	<ul style="list-style-type: none"> <li>- 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)</li> <li>- Identify some countries in the continent of South America</li> <li>- Recognise countries and seas within Europe</li> </ul>	<ul style="list-style-type: none"> <li>- Name countries and identifying the significance of the equator</li> <li>- Name UK and world rivers and discuss their key features</li> <li>- Develop understanding of world 's different countries and their locations in relation to the UK</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>- Know about similarities and difference in relation to place</li> <li>- Name, compare and describe familiar places</li> </ul>	<ul style="list-style-type: none"> <li>- Know about some present changes that are happening in the local environment</li> <li>- Suggest ideas for improving school environment</li> </ul>	<ul style="list-style-type: none"> <li>- Make comparisons to small non-EU areas</li> <li>- Focus on similarities and differences using human and physical geography when making comparisons</li> </ul>	<ul style="list-style-type: none"> <li>- Understand why there are similarities and differences between places</li> <li>- Develop an awareness of how places relate to one another</li> <li>-To know that countries produce different natural resources-</li> </ul>	<ul style="list-style-type: none"> <li>- Know about the wider context of place: learning about the city of London where Twickenham is located</li> <li>- Understand why there may be differences between London and other parts of the UK</li> </ul>	<ul style="list-style-type: none"> <li>- Use human and physical geography to understand why there are similarities and differences between the UK and a region of South America</li> <li>-Understand the physical and topographical features of a European country and compare with England</li> </ul>	<ul style="list-style-type: none"> <li>- Use human and physical geography to make wider comparisons between the EU, UK and places in North/South America</li> </ul>

				-Understand natural sources in the local environment			
<b>Human and physical Geography</b>	<ul style="list-style-type: none"> <li>- Talk about the features of their own immediate environment and how environments might vary from one another</li> </ul>	<ul style="list-style-type: none"> <li>- Describe seasonal weather changes.</li> <li>- Compare life in the UK to the Arctic</li> <li>-Describe how the ocean in the Arctic differs from those on the equator</li> <li>-Understand why the 5 oceans are important to our world</li> </ul>	<ul style="list-style-type: none"> <li>- Identify seasonal and daily weather patterns within the UK and compare this to another non-EU country</li> <li>- Use basic geographical vocabulary to refer to human and physical features</li> <li>- Physical features (beach, cliff, coast, mountain, sea, river)</li> <li>-Human features (city, town, village, farm)</li> </ul>	<ul style="list-style-type: none"> <li>- Identify physical and human features of an area in Europe</li> <li>- Understand how the climate varies across Europe</li> <li>- Identify where the Alps is located and why it is an important physical feature in Europe</li> <li>-Understand that trade and various other human features differ across European countries</li> <li>- Focus on Volcanoes and Earthquake and their formation</li> <li>- Build physical geography vocabulary; tectonic, periods of time, Earth's crust</li> <li>- Human impact on the environment and how we can change this</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the human features London (social, economic and environmental)</li> <li>- Understand the effect of landscape features of the development of an area</li> <li>- Describe how people have been affected by the changes in their environment</li> </ul>	<ul style="list-style-type: none"> <li>- Understand key aspects of physical geography vegetation belts and climate zones,</li> <li>-Understand the physical features of the Pantanal biome</li> <li>- Understand how humans affect the environment in other parts of the world</li> <li>-To know about changes in environments across the world</li> <li>- Understand why people strive for sustainability</li> </ul>	<ul style="list-style-type: none"> <li>- Understand key aspects of physical geography such as: biomes, rivers and the water cycle</li> <li>- Understand physical features of coasts and begin to understand erosion and deposition</li> <li>- Understand the human effect on rivers and oceans and how we can reduce this</li> <li>- Understand key aspects of human geography such as, types of settlement and land use, economic activity and trade links and distribution of natural resources</li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>- Look closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask simple geographical questions e.g. What is it like to live in this place?</li> </ul>	<ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the United Kingdom, its countries, capitals and surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and respond to geographical questions - why the landscape like this is? What do you think has made it like this?</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps to locate the River Nile and areas surrounding it (Google maps)</li> </ul>	<ul style="list-style-type: none"> <li>-Use the eight-points of a compass to build their understanding of a compass and how it is used for navigation</li> <li>-Understand that methods of navigation</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital computer mapping to local UK rivers and the seas they flow through</li> <li>- Use the eight points of compass, four and six-</li> </ul>

		<ul style="list-style-type: none"> <li>- Use simple observational skills to study the geography of the school and its grounds</li> <li>- Use simple maps of the local area e.g. large-scale print, pictorial etc.</li> <li>-Use world maps and globes to identify continents and oceans</li> </ul>	<ul style="list-style-type: none"> <li>- Use simple compass directions (North, South, East and West)</li> <li>- Describe the location of features and routes on a map</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> <li>- Devise a simple map and use and construct basic symbols in a key</li> <li>- Use simple fieldwork and observational skills to study the geography of their school and its grounds</li> </ul>	<ul style="list-style-type: none"> <li>- Increase geographical understand of terms: trade, climate, industry</li> <li>-Use simple compass directions to describe where countries in Europe are located</li> <li>- Use and interpret maps and use them to identify different locations</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the Water cycle and key vocabulary (Science)</li> <li>-Measure straight line distances using appropriate scales</li> <li>- Explore features of OS maps using six-figure grid references</li> <li>- Draw accurate maps with more complex keys</li> <li>- Plan the steps and strategies for a geography led enquiry</li> </ul>	<ul style="list-style-type: none"> <li>have changed over time (OS maps and GPS)</li> <li>- Have a good understanding of a wide range of Geographical terms and their meaning such as: climate zones, vegetation belts</li> <li>- Use research and map skills to find the answer to geographical knowledge questions about the Pantanal</li> <li>- Use maps to identify Brazils neighbouring countries</li> </ul>	<ul style="list-style-type: none"> <li>figure references, symbols and key</li> <li>- 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</li> <li>- Use maps, chart to support a decision about the location of new places for example: adding a new building</li> </ul>