

Geography Progression of Skills



	EYFS 3-4	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Place, time and scale	<p>Talk about some of the things they have observed in different places</p> <p>Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park</p> <p>Comment and ask questions about aspects of their</p>	<p>Observe and identify features in the place they live and the natural world. Talk about features. I can use simple positional language to describe directions.</p> <p>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p> <p>Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'</p> <p>Observe, find out about and identify features in the place they live and in the natural world. Use appropriate words, e.g. 'town', 'village',</p>	<p>I can name and locate the four countries of the UK and their capital cities.</p> <p>I can recognise that there are continents around the world, separated by oceans.</p> <p>I can collect information for a map.</p> <p>I can use locational and directional language (i.e. near, far, up, down, left, right) to describe the location of features and routes on a map.</p> <p>I can use my own symbols and pictures to represent places.</p>	<p>I can name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</p> <p>I can name and locate the world's seven continents and five oceans.</p> <p>I can find countries on a globe and atlas.</p> <p>I can follow a route on a simple map.</p> <p>I can draw a map of a real place.</p> <p>I can use and construct basic symbols in a key.</p> <p>I can use four points of the compass.</p> <p>I can use aerial photographs and plan perspectives</p>	<p>I can name and locate countries and cities of the UK.</p> <p>I can name and locate countries in Europe (including the location of Russia) concentrating on their key physical and human features.</p> <p>I can ask geographical questions and use fieldwork to find the answer.</p> <p>I can understand and locate boundaries of counties and countries.</p> <p>I can follow a route on a map with some accuracy.</p> <p>I can make a map of a short route.</p> <p>I can try to make a simple scale drawing.</p> <p>I can explain my own views about locations, giving reasons.</p>	<p>I can use maps to name and locate countries in North and South America identifying major cities and their key physical and human characteristics.</p> <p>I can locate places on large-scale maps.</p> <p>I can make a map of a short route with features in the correct order.</p> <p>I can use letter and number coordinates.</p> <p>I can use the 8 points of a compass</p> <p>I can make simple scale drawings.</p> <p>I can follow a route on a large-scale map.</p> <p>I can use satellite images and a variety of maps.</p> <p>I can ask and answer geographical questions about the physical and human characteristics of a location.</p>	<p>I can name and locate counties and cities of the UK identifying their key physical and human characteristics.</p> <p>I can identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic circle.</p> <p>I can identify the position and significance of the Greenwich Meridian and accurately use world time zones.</p> <p>Able to apply their geographical understanding to a variety of places in Europe, N or S America and the UK.</p> <p>I can use an OS map to plan a short route.</p> <p>I can select a map appropriate for a purpose</p> <p>I can measure distances using maps.</p>	<p>I can name and locate countries of the world and their identifying human and physical characteristics.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>I can select a map appropriate for a purpose and explain my reasoning.</p> <p>I can use an OS map to Identify routes and symbols.</p> <p>I can draw a variety of thematic maps based on my own data.</p> <p>I can use 6 figure grid references.</p> <p>I can create maps of locations identifying patterns such as land use, climate zones, population, densities, height of land etc.</p>

	familiar world such as the place where they live or the natural world Observe and identify features in the place they live and the natural world.	'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.					I can use 4 figure grid references. I can begin to draw a variety of thematic maps based on my own data. I can use the eight points of a compass, four figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the world.	
	EYFS 3-4	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Human Geograph y	Identify seasonal patterns – focusing on plants and animals. Use diverse range of props, photos, books to notice & talk about similarities & differences	Explore their local environment and talk about the changes they see. Describe what they see, hear and feel whilst outside. Explore the natural world around them. Draw information from a simple map. Interpret range of sources of geographical information, including maps, globes, photographs	Use basic geographical vocabulary to refer to key human features including farms, shops, towns, cities. I can use my own symbols and pictures to represent human features. I can add labels onto a photograph of human features.	I can compare geographical similarities and differences through studying the human geography I can take photographs to help with recording human features of the local area.	I can answer questions about types of settlement and land use. I can give plausible reasons for people choosing where to build places.	I can explain settlements using access to water, land use and natural resources reasons. I can use fieldwork to observe and record the human features in the local area using a range of methods.	I can compare and contrast different regions based on their human features. I can explain settlement features by relating to trade links and economic activity. I can begin to use atlases to find out about human features of places.	I can explain settlement change over time due to change over time e.g. energy, technology.

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Physical geography	<p>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. Use diverse range of props, photos, books to notice & talk about similarities & differences</p>	<p>Describe what they see, hear and feel whilst outside. Explore the natural world around them. Draw information from a simple map. Interpret range of sources of geographical information, including maps, globes, photographs</p>	<p>I can identify seasonal and daily weather patterns in the UK. Use basic geographical vocabulary to refer to key physical features including beaches, cliffs, coasts, rivers, valleys, hills, mountains etc. I can use my own symbols and pictures to represent physical features. I can add labels onto a photograph of physical features.</p>	<p>I can locate hot and cold areas of the world in relation to the equator and the North/South poles.</p> <p>Understand how physical features change over time and give (natural) reasons for this such as weather, waves etc.</p> <p>I can take photographs to help with recording physical features of the local area.</p>	<p>I can describe climate zones.</p> <p>I can describe and show an understanding of volcanoes and earthquakes</p>	<p>I understand the Earth's surface moves and changes over time making volcanoes, earthquakes and mountains.</p>	<p>I can compare and contrast different regions based on their physical features.</p> <p>I can begin to use atlases to find out about physical features of places.</p>	<p>I can write at length about the physical features of a region and changes over time.</p> <p>I can describe and understand key aspects of physical geography including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>
	EYFS 3-4 Reception		Y1	Y2	Y3	Y4	Y5	Y6
Interconnections	<p>Know that there are different countries in the world & talk about the differences they have experienced or seen in photos</p> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p>Recognise some similarities & differences between life in this country & life in other countries Find out about their environment and talk about those features they like/dislike. Recognise some environments that are different to the one in which they live Talk about the similarities and differences between them and their friends and well</p>	<p>Understand caring for places inc harm caused by rubbish in the environment.</p>	<p>Able to draw on physical and human geography to compare similarities and differences between a small area in the UK and a contrasting non-European country.</p>	<p>Devises examples of links with physical and human geography locally.</p> <p>I can compare geographical similarities and differences of two European places through the study of human and physical geography.</p>	<p>Can propose links with physical and human features in a different European region.</p> <p>I can compare geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in either North or South America.</p>	<p>I can raise questions about the different hemispheres and make predictions about how life might be different.</p> <p>I recognise how people can improve or damage the environment.</p>	<p>Is able to explain the positive and negative impact of humans on the planet including climate change.</p> <p>I understand how decisions about places and environments affect the quality, and future quality, of people's lives.</p> <p>I can describe geographical diversity across the world.</p>

		<p>as looking at photos of children and places around the world. Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</p> <p>Understand the effect of changing seasons on the natural world around them. Describe some actions which people in their own community do that help to maintain the area they live in.</p>						
	EYFS 3-4 Reception	Y1	Y2	Y3	Y4	Y5	Y6	
Geographical Language	<p>Physical Tree, plants, forest, river.</p> <p>Human House, home, buildings, roads, path.</p>	<p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>		<p>Describe key aspects of: Physical Geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Human Geography, including: settlement and land use.</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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</p>		
Geographically Questioning	<p>Comments and ask questions about aspects of their familiar world.</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p>		<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p>		<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>		