



PROGRESSION OF SKILLS IN GEOGRAPHY

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will:							
Location Knowledge	• Look at and talk about where they live. • Talk about different places they visit; park, beach, farm.	• Name and locate the 4 countries of the UK and their capital cities. • Use maps and a globe to understand that they show the same thing. • Draw and label pictures to show different locations.	• Name and locate the 7 continents and the 5 oceans. • Use maps and globes to identify continents. • Use an atlas to locate different locations.	• Describe their location in relation to the equator. • Locate countries in the northern & southern hemispheres in Europe and locate them on a map. • I can use a map/globe to locate the equator, northern & southern hemispheres, tropics of Cancer & Capricorn as well as the North and South poles.	• Locate world's countries (south America) and major cities. • Describe location in relation to the equator, hemispheres and poles.	• Locate physical and geographical features on a map. • Locate key Earthquake zones of the world.	• Compare maps over time • Understand how time zones are shown on a map.
Place Knowledge	• Explore a range of places through topics, e.g. animals – explore different places they live.	• Express own view about a place or environment. • To name, describe and compare familiar places. • To understand some changes that are happening in the local environment.	• To compare the physical and human features of a region of the UK and a region in Africa. (Kenya) • Draw pictures to show how places are different and write about how they are different. • Start to ask geographical questions <i>E.g. 'what is it like to live in this place? How is this place different to where I live?'</i>	• To develop an awareness of how places, relate to each other: region/town/city/country. • To understand why there are similarities and differences between places.	• Understand why there are physical and human similarities and differences between places. • Understand geographical similarities and differences through a study of geography of a region of the UK & a region in India. • To compare and give reasons for the different lifestyles within a country/area.	• Describe how physical geography influences the day to day life of inhabitants on an area.	• Understand the geographical similarities and differences between a river flooding in different parts of the world.



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Physical Geography	Talking about similarities and differences between places.	- Name some types of weather and describe the weather associated with the 4 seasons. - Use basic vocab: beach, season, weather, coast, sea, river.	- Understand that different countries have different climates. - Use basic geographical vocab to describe: sea, ocean, beach, coast.	- Understand how the climate is connected in biomes, (rainforests/deserts). - Explore weather patterns around the world (continents) and relate these to climate zones.	To start to use geographical vocab correctly in some pieces of work using evidence to explain an answer in more detail.	Use geographical vocab correctly in some pieces of work using evidence to explain an answer in more detail.	- Discuss the impact of climate change. - Use geographical vocab correctly throughout pieces of work using evidence to explain an answer in more detail.
Human Geography	Talking about similarities and differences between places.	Use basic vocab to refer to human features: city, farm, house, shop, village.	- Use basic geographical vocab to refer to key human features: city, town, house, shop, village, landmarks. - Comparison study: Compare a child's life in Kenya to yours in Pinner.	To describe the impact of human geography to physical geography.	- Compare different types of settlements. - Describe, understand and distinguish between key types of settlements.	Describe and understand the effect of volcanoes on settlements and land use.	Analyse the positive and negative impact of a human change on local or global scale.



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Skills and Fieldwork	• Explore maps and make their own – linked to stories (e.g. We're going on a Bear Hunt).	• Use directional language to describe a route or to give directions. • Use photos to locate a familiar place. • Draw simple sketches. • Observe and record information about the local area.	• Use 4 compass points to say simple directions. • Draw own maps – including a simple key. • Compare 2 photos and make suggestions for the cause of differences. • Use locational and directional language to describe the location of features on a map. • Recognise a familiar place from aerial photos.	• Begin to use 8 points on a compass. • Create a key on a map using common OS symbols. • Ask and respond to questions about places and the environment making comparisons. • Offer explanations for the location of human/physical features in different localities. • Collect data using surveys and present it in a bar chart.	• Use maps, globes and atlases to map and locate countries. • Use maps, globes and atlases to describe features. • Identify common OS symbols and use 8 compass points confidently.	• Use less common OS symbols to show geographical features. • Use 6 figure grid references. • Use fieldwork to observe, record and present.	• Read OS maps, identify common symbols and use 8 compass points confidently. • Use latitude and longitude to describe location. • Compare aerial photographs and maps over time.
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Geographical Enquiry	• Listen to a range of different stories such as Handa's Surprise – gives the opportunity to talk about how other countries are similar and different.	• Ask and respond to simple closed questions during teacher led enquiries. • Use information books/pictures as sources of information. • Investigate their surroundings • Make observations about where things are e.g. within school or local area.	• Ask simple geographical questions; Where is it? What's it like? • Use books, stories, maps, pictures/photos and internet as sources of information. • Investigate my surroundings. • Make appropriate observations about why things happen. • Make simple comparisons between features of different places.	• Begin to ask/initiate geographical questions. • Use books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	• Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	• Begin to suggest questions for investigating. • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places. • Collect and record evidence unaided. • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.	• Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
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