

Geography Progression of Skills

Year Group Expectations



EYFS	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
	I can recognise some environments that are different from the one in which I live.	I can talk about features <i>of</i> my immediate environment.	I can recognise some similarities and differences between life in this country and life in other countries (icy/hot).	I can explore the natural world around me.	<p>I can draw information from <i>a</i> simple map.</p> <p>I can use the school grounds and forest school to attempt basic orienteering (using photographs on <i>a</i> map rather than symbols etc).</p> <p>I can look at features on <i>a</i> simple map.</p>	I can describe what I see, hear and feel.

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Year 1	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
	<p>Name and locate some places in their locality, the UK and wider world.</p> <p><i>Locational knowledge - name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p><i>Place Knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i></p>	<p>Describe some places and features using basic geographical vocabulary.</p> <p>Express their views on some features of their environment e.g. what they do or do not like.</p> <p>Human and physical geography- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Ask and answer simple geographical questions.</p> <p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p>	<p>Observe and describe daily weather patterns.</p> <p>Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p>	<p>Use a range of sources such as simple maps, globes, atlases and images.</p> <p>Know that symbols mean something on map</p>	<p>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p>

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Year 2	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
	<p>Name and locate significant places in their locality, the UK and wider world.</p> <p><i>Locational knowledge - name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p><i>Place Knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i></p>	<p>Describe places and features using simple geographical vocabulary.</p> <p>Make observations about features that give places their character.</p> <p>Human and physical geography- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments</p>	<p>Identify seasonal and daily weather patterns.</p> <p>Develop simple fieldwork and observational skills when studying the geography of their school and local environment</p>	<p>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</p> <p>Use simple compass directions as well as locational and directional language when describing features and routes</p>	<p>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</p> <p>Use simple compass directions as well as locational and directional language when describing features and routes</p>

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Year 3	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
	<p>Name and locate a wider range of places in their locality, the UK and wider world.</p> <p>Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Use geographical language to describe some aspects of human and physical features and patterns.</p> <p>Make observations about places and features that change over time.</p> <p>Human and physical geography describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>Identify similarities, differences and patterns when comparing places and features.</p>	<p>Observe, record, and name geographical features in their local environments.</p>	<p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>Use the eight compass points and recognise some Ordnance Survey symbols on maps</p>	<p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>Communicate geographical information through a range of methods including the use of ICT.</p>

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Year 4	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
	<p>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</p> <p>Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Use geographical language to identify and explain some aspects of human and physical features and patterns..</p> <p>Describe how features and places change and the links between people and environments.</p> <p>Human and physical geography describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p>	<p>Observe, record, and explain physical and human features of the environment</p>	<p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</p> <p>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references'</p>	<p>Express their opinions on environmental issues and recognise that other people may think differently'.</p> <p>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>

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Year 5	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
	<p>Name and locate an increasing range of places in the world including globally and topically significant features and events.</p> <p>Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p> <p>Human and physical geography describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>Recognise geographical issues affecting people in different places and environments.</p>	<p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</p>	<p>Use a range of maps and other sources of geographical information and select the most appropriate for a task.</p> <p>Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p>	<p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p>

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Year 6	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
	<p>Name and locate an extensive range of places in the world including globally and topically significant features and events.</p> <p>Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and environments.</p> <p>Human and physical geography 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</p> <p>Make predictions and test simple hypotheses about people, places and geographical issues.</p>	<p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p>	<p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p>	<p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length.</p>

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Key Learning Linked to People Culture and Communities – Geographical Development

Geographical Development

- **Communication** - *talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments.*
- **Mapping** - *recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc.*
- **Fieldwork** - *look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences.*
- **Enquiry** - *comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about.*
- **Use of Technology** - *use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places.*