





















## Geography Knowledge and Skills Progression





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|-------------|---|--|---|---|
| <b>EYFS</b> | <p><b>Describe</b> my immediate environment.</p>                                  | <p><b>Begin</b> to explain similarities and differences between life in England and others.</p> <p><b>Understand</b> some important processes and changes in the natural world around me, including seasons.</p> | <p><b>Explore</b> the natural world</p>   | <p><b>Use</b> knowledge from observation, stories, discussions and non-fiction texts.</p> <p><b>Draw</b> information from a simple map.</p> |





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| <b>KS1</b>    |   |               |   |    |
| <b>Year 1</b> | <p><b>Know</b> names of 7 continents and 5 oceans</p> <p><b>Name</b> four countries of the UK and their capital cities</p> | <p><b>Talk</b> about similarities and differences between area of UK and non-European area</p> | <p><b>Begin to use</b> basic geographical vocabulary e.g. town, city, beach, forest, sea, mountain</p> <p><b>Talk</b> about daily weather and seasonal weather patterns in the UK</p> <p><b>Find</b> hot and cold areas in world using atlases</p> | <p><b>Start</b> to use world maps, atlases and globes</p> <p><b>Begin to use</b> simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right],</p> <p><b>Use</b> aerial photographs and plan perspectives to recognise landmarks.</p> <p><b>Draw</b> simple maps e.g. school grounds</p> |

| KS1    |    |    |    |   |
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| Year 2 | <p><b>Name and locate</b> the 7 continents and 5 oceans</p> <p><b>Name, locate and identify</b> the four countries of the UK, their capital cities and the surrounding seas</p> | <p><b>Identify</b> similarities/differences in physical/human geography between an area of the UK and a non-European area</p> | <p><b>Develop</b> geographical vocab eg rural, urban, vegetation, season.</p> <p><b>Identify</b> daily weather and seasonal weather patterns in the UK</p> <p><b>Locate</b> and name hot and cold areas in world in relation to Equator and the North / South Poles</p> | <p><b>Use</b> world maps, atlases and globes</p> <p><b>Use</b> simple compass directions and locational language to describe the location of features and routes on a map</p> <p><b>Use</b> aerial photos and plans to identify features, human and physical</p> <p><b>Devise</b> simple maps and create a key using symbols</p> |

| KS2    |   |   |    |   |
|--------|---|---|--|---|
| Year 3 | <p><b>Locate</b> some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities</p> <p><b>Begin to identify</b> position of latitude, longitude, N/S Hemispheres and the Equator.</p> <p><b>Begin to identify</b> position of Tropics of Cancer/Capricorn, Arctic and Antarctic</p> <p><b>Begin to identify</b> position of Prime/Greenwich Meridian and time zones</p> | <p><b>Begin to explain</b> geographical similarities and differences (region of UK, European country and N/S America)</p> | <p><b>Begin to describe</b> some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p><b>Begin to describe</b> some key aspects of human geography (settlement/land use and distribution of natural resources)</p> | <p><b>Confidently use</b> world maps, atlases and globes and begin to use digital mapping</p> <p><b>Make</b> more detailed fieldwork sketches/diagrams</p> <p><b>Use</b> fieldwork instruments (e.g. rain gauges, thermometers) to measure and record physical features of the local area.</p> <p><b>Use</b> four figure grid references.</p> <p><b>Begin to use</b> the 8 points of a compass.</p> |

| KS2           |   |    |   |   |
|---------------|---|--|---|---|
| <b>Year 4</b> | <p><b>Locate</b> more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities</p> <p><b>Name and locate</b> countries and cities of the UK, describing geographical regions and topographical features</p> <p><b>Explore</b> how some aspects of physical and human characteristics have changed over time</p> | <p><b>Explain</b> geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p> | <p><b>Describe and understand</b> aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p><b>Describe and understand</b> aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> | <p><b>Securely use</b> world maps, atlases and globes and digital mapping</p> <p><b>Use</b> compass directions</p> <p><b>Begin to observe</b>, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</p> <p><b>Explore</b> features on OS maps using four figure grid references.</p> <p><b>Draw</b> accurate maps with detailed keys and symbols.</p> |

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| KS2    |    |    |    |   |
| Year 5 | <p><b>Locate</b> majority of world's countries &amp; cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features</p> <p><b>Identify</b> position of latitude, longitude and N/S Hemispheres</p> <p><b>Identify</b> position of Tropics of Cancer/Capricorn, Arctic and Antarctic</p> <p><b>Identify</b> position of Prime/Greenwich Meridian and time zones</p> | <p><b>Examine</b> geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p> <p><b>Understand</b> the interaction between physical and human processes and features</p> | <p><b>Explain</b> key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p><b>Explain</b> key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> | <p><b>Securely use</b> world maps, atlases and globes and digital mapping to build knowledge of the wider world</p> <p><b>Observe, record and present</b> human/physical features of local area using maps, sketches, plans, graphs, digital technology eg numerical, quantitative and writing at length</p> <p><b>Use</b> 8-point compass, grid references and Ordnance Survey maps</p> |

| KS2           |   |   |   |   |
|---------------|---|---|---|---|
| <b>Year 6</b> | <p><b>Locate</b> world's countries &amp; cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features</p> <p><b>Name and locate</b> countries, cities and regions of the UK</p> <p><b>Secure understanding</b> of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time</p> <p><b>Apply understanding</b> of positional language of longitude, latitude to explain geographical characteristics e.g. topography</p> | <p><b>Analyse</b> geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways</p> <p><b>Understand</b> the interaction between physical and human processes and features and how these change over time</p> | <p><b>Examine and explain</b> key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p><b>Examine and explain</b> key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> | <p><b>In a variety of ways, observe, record, measure and present</b> human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative and writing at length</p> <p><b>Use digital mapping</b>, 8-point compasses, 4- and 6- digit grid references and Ordnance Survey maps</p> |