

Geography Progression of Skills

	THEMES	PROGRAMME OF STUDY		SKILLS TAUGHT	A GEOGRAPHER IN THIS YEAR GROUP...
EYFS	<ul style="list-style-type: none"> All about me – where I live, journey to school Where my family is from. People who help us in our local environment Looking after our world Mini-beasts and where they live. 	Area of EYFS curriculum: The world	Early Learning Goals: <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 	Introduction to what a map is. Identify land and sea. Introduction to a globe. To understand what a country is. What to recognise in our local environment – where we live, my house. Recognise different people who help us in our environment. To begin to understand the wider world where our families originate from. To be able to name some of the other countries in the world.	...is able to talk about the features of the immediate environment and how environments may differ from one another. They know about similarities in relation to places, objects, materials and living things. They make observations about animals and plants and are able to talk about changes in environments.
YEAR 1	<ul style="list-style-type: none"> Wild Who Lives in Your Magic Kingdom? Our Planet – 10 Things I Can Do to Help My World One Day on Our Blue Planet Through The Dark 	Locational Knowledge	<ul style="list-style-type: none"> Name & locate the world's seven continents and five oceans Name & locate the four countries & capital cities of the UK 	Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate the continents on a paper map. Locate the UK on a map.	...able to talk about a map/globe/atlas and understand that they represent different places. They are aware of the world around them and can ask thoughtful questions about where they live and compare it to other places they have seen or visited. They can name the four seasons and the key features of each season and begin to understand how this relates to the weather. They are able to draw and label simple maps of familiar places around them.
		Place Knowledge	<ul style="list-style-type: none"> Understand geographical similarities & differences through studying the human & physical geography of a small area of the UK and of a small area in a contrasting non-European country 	Study pictures and videos of a locality and ask geographical questions e.g What is it like to live in this place? How is the place different to where I live? Express own views about a place, people and environment. Draw locations from a bird eye view. Draw and label pictures to show how places are different.	
		Human & Physical Geography	Identify seasonal & daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator & north & south poles. Use basic geographical vocabulary to refer to key physical features: beach, coast, mountain, sea, ocean, river and valley. Key human features: city, town, village, factory, farm, house, office, port, harbor and shop.	Use basic geographical vocab to refer to key physical features including beach, coast, forest, mountain, sea, river, season and weather. Use basic geographical vocab to refer to key human features including city, town, village, factory, farm, house and shop. Be able to verbalise and write about similarities and differences between the features of two localities. Ask questions about the weather and seasons. Observe and record the weather. Express opinions about the seasons and related the changes to clothing and activities.	
		Geographical Skills & Field work	Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied in this key stage Use aerial photographs & plan perspectives to recognize landmarks & basic human and physical features	Study aerial photographs and label the key features Create their own aerial maps Observe and record information	
YEAR 2	<ul style="list-style-type: none"> Turrets, Towers & Tunnels Great Fire of London In the Jungle How Does Your Garden Grow? 	Locational Knowledge	Name & locate the world's seven continents and five oceans Name & locate the four countries & capital cities of the UK	Use maps and globes to locate the UK Be able to identify the 4 countries and label capital cities of each country within the UK. Begin to understand and explain the characteristics of a capital city.	...is able to locate the UK on a map and name the 4 countries within the UK along with their capital cities. They are beginning to use geographical vocabulary to describe the world around them. They can name the four points on a compass. They are able to use simple maps effectively and understand how to create and use a key. They can talk about the differences and similarities of where they live and places they have visited.
		Place Knowledge	N/A		
		Human & Physical Geography	Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather. Key human features: city, town, village, factory, farm, house, office, port, harbor and shop.	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. Use basic geographical vocab to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop.	
		Geographical Skills & Field work	Use simple compass directions (north, south, east& west) and locational & directional language to describe the location & features & routes on a map Use aerial photographs & plan perspectives to recognize landmarks & basic human and physical features. Use simple fieldwork and observational skills to study the geography of the school and its grounds & the key human & physical features of its surrounding environment.	Study maps and aerial photographs and use simple compass directions (N,S,E,W). Draw own maps of the local area. Use and construct a basic key. Observe and record the features around the school, the different types of plants and areas that surround Wimbledon and the differences and similarities between Effra Road where the school is to Wimbledon high street. Children to make suggestions for the cause of the differences. Communicate findings in different ways (reports, graphs, diagrams etc) Create a map of their trip to the surrounding area	

YEAR 3	<ul style="list-style-type: none"> ▪ Extreme Climates ▪ Locational Geography & Geographical Skills 	Locational Knowledge	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 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)	Build on prior knowledge of UK regions by using maps to locate countries of Europe. Study maps and identify mountainous and urban areas. Use the language of North, South, East and West to relate countries to each other. Using maps to locate the equator and consider the countries and climates that surround it. Critically study photographs- do you think these were taken close to the Equator or further away. Analyse evidence and draw conclusions make comparisons between locations and temperatures in different locations and population numbers. Use and explain the term climate zone Ask questions and find out what affects the climate.	<p>...is able name and locate different countries in Europe using the language of the four compass points. They understand where the equator is and how this divides the Earth into the Northern hemisphere and the Southern hemisphere. They are aware of different climates and can talk about different climate zones. They have built on prior knowledge and understanding of maps and can draw diagrams, maps and aerial plans of familiar areas.</p> <p>They can undertake surveys of the local area and make thoughtful observations.</p>
		Place Knowledge	N/A		
		Human & Physical Geography	describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, 	Locate places in the world with a range of climates and how they relate to the equator. Draw diagrams and produce writing using the correct vocabulary to show their understanding of climates and how it varies across the world.	
		Geographical Skills & Field work	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Use locational language to describe the location of points on a map of the school and local area. Make aerial plans and maps of familiar areas Undertake environmental surveys of the areas eg litter, noise, likes/dislikes, areas of improvement. Recording observations and changes	
YEAR 4	<ul style="list-style-type: none"> ▪ It's Getting Hot in Here ▪ Prison Break ▪ Friend or Foe? 	Locational Knowledge	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, 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	Identify the different hemispheres on a map Use and explain the term 'climate zone' Discuss and compare climate zones. Begin to ask questions about global warming and research the implications.	<p>...is able to build on prior knowledge of the Earth and different climate zones, hemispheres and geographical regions. They understand features of a rainforest and can use a range of sources to make comparisons and ask questions. They can discuss the differences and similarities of a different continents and what environmental issues may affect those continents. They can conduct investigations and present their findings in a clear way as well as drawing their own conclusions from the data.</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 in North or South America	Begin to understand the term 'biome' To use maps to locate areas they think may be biomes eg very green areas that could be rainforests, flat pale ones that could be deserts etc Identify the climate of the Amazon rainforest as well as the habitats, plants and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources – recounts/photographs, asking questions, make comparisons to life in the UK and consider how life in the UK may be similar and different.	
		Human & Physical Geography	describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, 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 	To be able to locate Africa and describe its climate To be able to describe differences and similarities between Africa and UK. To write reports on land use and economic activity and how natural resources are used Finding out about places and the features in the places by looking at information sources Using maps of areas in Africa and identify key features Discuss and explain environmental issues	
		Geographical Skills & Field work	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Design questions and studies to conduct in the local area. Identify local features on a map. Undertake surveys and conduct investigations Choose effective recording and presentation methods eg tables to collect data. Present data and in a clear and appropriate way To be able to draw conclusions from the data.	

YEAR 5	<ul style="list-style-type: none"> Amazing Adventurers Let's Discover the Americas 	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	To confidently use maps, globes and Google Earth Locate the Equator on a map and draw conclusions about climates using their understanding of the Equator. Ask questions such as what is the landscape like? What is life like there?	<p>...is able to use a range of maps effectively and explain the different features. They can locate the Equator and have a good understanding</p> <p>They are able to ask geographical questions and draw conclusions from their findings. They have a good understanding of trade and can discuss trade links around the world and how they are used. They are able to discuss and record their observations on a range of land features.</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 in North or South America	Use maps to locate features in the UK such as rivers, mountains and large cities. Ask geographical questions eg. How was the land used in the past? How has it changed? What made it change? How could it continue to change?	
		Human & Physical Geography	describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes & 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 	Identify trade links around the world and discover where food comes from Discuss land use and draw conclusions about human inhabitants and changing needs. Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Reflect on the impact trade has on an area and generate ideas for cause and effect.	
		Geographical Skills & Field work	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Make field notes and observational notes about land features. Visit a land feature eg river and describe the different features Take photographs and draw diagrams to support findings Record measurements	
YEAR 6	<ul style="list-style-type: none"> Natural Disasters WW2 	Locational Knowledge	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)	Use 6 figure references to identify countries and cities in the world, the main mountain ranges and the longest rivers. Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. Select the most appropriate map for different purposes eg an atlas to find a country, Google Earth to find a village etc. Locate major cities of the world and draw conclusions as to their similarities and differences Use maps to identify longitude and latitude.	<p>...is able to use a range of maps both online and printed and can identify countries and cities around the world. They have a good understanding of mountain ranges and rivers and the features of these.</p> <p>They can create their own questions for investigation and present their findings in a range of ways. They can analyse the evidence and draw conclusions from their results. They are aware of environmental changes for themselves and others around them and are aware of their own responsibility in the world.</p>
		Place Knowledge	N/A	N/A	
		Human & Physical Geography	describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes & 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 	Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. Suggest questions for investigation and analyse results and draw conclusions.	
		Geographical Skills & Field work	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Report on the effects of environmental change on themselves and others. Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road. Select methods for collecting, presenting and analysing data Analyse evidence and draw conclusions Be aware of own responsibility in the world	