



Geography Progression of skills and knowledge				Locational Knowledge and Place Knowledge		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Ask questions about the world around them. • Respond to questions about our environment (what and where). • Know the name of our school, village and the country we live in. 	<ul style="list-style-type: none"> • Recognise features and places in our local area. 	<ul style="list-style-type: none"> • Locate and name the 7 continents and 5 oceans. • Name, locate and identify the 4 countries of the UK and their capital cities. • Identifying the surrounding seas and oceans of the UK. • Contrast the UK with a non-European country, identifying and comparing different physical and human geographical features. 	<ul style="list-style-type: none"> • Confidently name and locate the countries and capitals of the UK- including their position using compass points and different maps. • Name and locate some geographical regions, counties and cities of the UK. • Identify some topographical features of different places in the UK (hills and mountains). • Understand how some aspects/geographical features have changed over time. 	<ul style="list-style-type: none"> • Locate the countries of the world- focusing on Europe. • Locate and identify environmental regions, human characteristics, key physical features, countries and major cities. • Name and locate geographical regions of the UK and some key topographical features (coasts and rivers). • Recognise geographical similarities and differences (human and physical) of a region of the UK and a European country. • Understand how some aspects/geographical features have changed over time. • Identify some topographical features of different places in the UK (coasts and rivers). 	<ul style="list-style-type: none"> • I know some of the world's countries (focus on North and South and America), concentrating on environmental regions, key geographical features, countries and major cities. • Name and locate cities and countries of the UK and identify geographical regions including human/physical features and more cities and detail of key topographical features (hills, mountains, rivers and coasts). • Explain how aspects have changed over time. • Understand geographical similarities and differences through the study of human and physical geography and a region within North or South America. 	<ul style="list-style-type: none"> • Explain how aspects have changed over time. • Understand geographical similarities and differences through the study of human and physical geography and a region within North or South America. • Identify the position/significance of latitude, longitude, the equator, N/S hemispheres, Tropics of Cancer and Capricorn, Artic circle and Antarctica and time zones. • I know some of the world's countries (focus on North and South and America), concentrating on environmental regions, key geographical features, countries and major cities.



Progression of skills and knowledge				Fieldwork		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Use senses to observe places and the immediate environment. • Identify different types of buildings and places around me and describe their special features. 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of our school and its grounds. • Use first hand observation to investigate places-school grounds, the streets around and the local area. 	<ul style="list-style-type: none"> • Record observations and complete charts to gather information and express opinions during fieldwork. • Recognise and record observations about the different types of land use, buildings and environments. 	<ul style="list-style-type: none"> • Use fieldwork to observe, measure and record some of the human and physical features in the local area. • Sketch maps and use simple equipment to measure and record observations of a local geographical feature (Helsby Hill). • Apply mathematical skills in data handling to geography fieldwork. • Conduct surveys and carry out simple questionnaires. 	<ul style="list-style-type: none"> • Use fieldwork to observe, measure and record some of the human and physical features in the local area. • Sketch maps and use simple equipment to measure and record observations of a local geographical feature (Helsby Hill). • Apply mathematical skills in data handling to geography fieldwork. • Conduct surveys and carry out simple questionnaires. • Use simple equipment to measure and records. • Investigate the local area, looking at types of shops, services and houses. 	<ul style="list-style-type: none"> • Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods (sketch maps, plans, graphs and digital technologies). • Collect, analyse and communicate with a range of data gathered in fieldwork to demonstrate understanding of some geographical processes. • Imagine how and why an area may change in the future. 	<ul style="list-style-type: none"> • Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods (sketch maps, plans, graphs and digital technologies). • Collect, analyse and communicate with a range of data gathered in fieldwork to demonstrate understanding of some geographical processes. • Imagine how and why an area may change in the future. • Carry out a focused, in-depth study, looking at issues and changes in the area.



Progression of skills and knowledge				Geographical Vocabulary		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Know and use some simple geographic vocabulary (near, far, hot cold etc). Describe places using simple geographic terms (beach, farm, country, shop, house). 	<ul style="list-style-type: none"> Use and understand basic geographical and specific vocabulary relating to human and physical geography Human: beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, season, weather. Physical: city, town, village, factory, farm, house, office, port, harbour, shop, address. 	<ul style="list-style-type: none"> Use and understand a wider range of geographical and specific vocabulary relating to human and physical geography Human: beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, season, weather. Physical: city, town, village, factory, farm, house, office, port, harbour, shop, address. Use mathematical vocabulary to describe position and location. 	<ul style="list-style-type: none"> Continue to develop geographical vocabulary to describe human and physical features in different ways. Begin to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes. 	<ul style="list-style-type: none"> Continue to develop geographical vocabulary to describe human and physical features in different ways. Apply the vocabulary of other subjects such as maths and science when describing geographical features and processes. 	<ul style="list-style-type: none"> Introduce some precise geographical words when describing places, features and places-linked to geography topic (erosion, deposition, mouth, source, tributary, bay, headland, coast, peninsular, resort, latitude, longitude, distribution, raw material, energy, fuel, labour, natural resource). Use and apply a wider range of vocabulary from other subjects such as maths, science and English when describing geographical features and processes. 	<ul style="list-style-type: none"> Introduce a range of precise geographical words when describing places, features and places-linked to geography topic (erosion, deposition, mouth, source, tributary, bay, headland, coast, peninsular, resort, latitude, longitude, distribution, raw material, energy, fuel, labour, natural resource). Confidently use and apply a wide range of vocabulary from other subjects such as maths, science and English when describing geographical features and processes.



Progression of skills and knowledge				Using globes, maps and plans		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Draw information from a simple map. • Draw simple maps of familiar and imaginary places. • Use different symbols/illustrations to represent places on a map. • Use maps in play. 	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use world maps, atlases and globes to identify the UK and its countries. • Identify the countries, continents and oceans studied on globes and maps. • Identify the location of hot and cold areas of the world in relation to the equator and N/S pole. 	<ul style="list-style-type: none"> • Use globes, maps and some OS symbols to name geographical regions and human and physical features (cities, mountains, rivers, topographic features and land use patterns). • Use atlases to find places using an index/contents page. • Understand the need for a key. • Understand the purpose of maps. • Use atlases and maps of the UK to identify counties of England. • Begin to use and apply mathematical skills. 	<ul style="list-style-type: none"> • Use globes, maps and some OS symbols to name geographical regions and human and physical features (cities, mountains, rivers, topographic features and land use patterns). • Use atlases to find places using an index/contents page. • Understand the need for a key. • Understand the purpose of maps. • Use atlases and maps of the UK to identify counties of England. • Locate the world's countries using maps to focus on Europe (concentrating on environmental regions, physical/human features, countries and cities). • Begin to understand scale and distance on maps. • Use and apply mathematical skills. 	<ul style="list-style-type: none"> • Use globes, maps and OS symbols to name and locate UK countries and cities. • Locate the world's countries (focusing on North and South America). • Use scale bars on maps. • Understand purpose, scale, symbols and style used for maps are related. • Begin to interpret a range of sources of geographical information including maps, globes, aerial photographs and GPS systems. • Use maps, atlases, globes and digital mapping to locate countries and describe features studies. 	<ul style="list-style-type: none"> • Use globes, maps and OS symbols to name and locate UK countries and cities. • Locate the world's countries (focusing on North and South America). • Use scale bars on maps. • Understand purpose, scale, symbols and style used for maps are related. • Interpret a range of sources of geographical information. • Use maps, atlases, globes and digital mapping to locate countries and describe features studies. • Show the position and significance of latitude, longitude, the Equator, Tropics, Arctic and Antarctic circle and time zones using a globe. • Understand and apply mathematical understanding (scales, time zones etc). • Use 1:10,000 and 1:25,000 OS maps.



Progression of skills and knowledge				Map work		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Follow simple directions (up, down, forward, backwards).• Identify some local features on an aerial map.• Draw round objects to develop understanding of plan views.• Use a variety of practical resources to create maps/places (farms, buildings etc).	<ul style="list-style-type: none">• Follow a route on prepared map (left/right) and find information.• Use locational language to describe the location of features and routes on a map.• Make simple maps (e.g. of own home or for a story).	<ul style="list-style-type: none">• Use and construct basic symbols in a key.• Use simple compass directions.	<ul style="list-style-type: none">• Use the 8 points of a compass.• Use simple grids with letters and numbers to locate features.• Map evidence from fieldwork.• Use plans, aerial photographs and satellite images to locate places and features.	<ul style="list-style-type: none">• Use coordinates to locate features on a map.• Use and understand the OS symbols and keys to build up knowledge of the local area, the UK and the wider world.• Begin to use smaller scale aerial views.• Use oblique aerial views.• Use plans, aerial photographs and satellite images to locate places and features.	<ul style="list-style-type: none">• Use OS maps at different scales.• Draw detailed sketch maps using symbols and a key.• Understand and describe directions relating to our neighbourhood and local area.• Use 8 compass points, symbols and keys to demonstrate knowledge of the UK and the wider world.• Begin to understand and use 6 figure grid references to interpret OS maps.• Align a map with a route.	<ul style="list-style-type: none">• Use OS maps at different scales.• Draw detailed sketch maps using symbols and a key.• Understand and describe directions relating to our neighbourhood and local area.• Use 8 compass points, symbols and keys to demonstrate knowledge of the UK and the wider world.• Understand and use 6 figure grid references to interpret OS maps.



Progression of skills and knowledge				Human and Physical geography (enquiry and communication)		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Use secondary sources (pictures, photos, films, stories) to find out about different places. Explain what a place is like in simple terms. 	<ul style="list-style-type: none"> Begin to use and apply maths to help me to show my learning. Use observational skills to ask and respond to questions. Identify seasonal/daily weather patterns in the UK. Recognise and describe the key human and physical features of the surrounding environment. Begin to explain how and why in relation to weather and geographical features. 	<ul style="list-style-type: none"> Use and apply maths skills more confidently to help me show my learning. Find information from aerial photographs (identify different features). 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography (mountains). Describe key aspects of human and physical geography including types of settlements and land use. Identify differences between places. Communicate geographic information in a variety of ways (maps, writing etc). Apply mathematical skills when using geography data. 	<ul style="list-style-type: none"> Identify differences between places. Communicate geographic information in a variety of ways (maps, writing etc). Apply mathematical skills when using geography data. Describe and understand key aspects of physical geography (rivers). Explain volcanoes and earthquakes in simple terms. Describe the water cycle using a diagram. 	<ul style="list-style-type: none"> Describe some processes that give rise to human and physical features of the world. Provide greater detail of geographical regions of the UK and their identifying human and physical characteristics. Describe in detail, different types of settlements, land use, economic activity and trade links. Give reasons for the impact of geographical influences/effects on people, places or themes studied. Begin to describe the distribution of natural resources in the countries studied. Know location of some places of global significance. Regularly use/apply maths skills in my work. 	<ul style="list-style-type: none"> Describe the processes that give rise to human and physical features of the world, how these are interdependent and bring about variation/change over time. Describe the distribution of natural resources in the countries studied. Know location of places of global significance, their defining physical and human characteristics and how they relate to each other. Regularly use/apply maths skills in my work. Give reasons for the impact of geographical influences/effects on people, places or themes studied. Understand key aspects of physical geography (climate zones, biomes and vegetation belts).

