

Skills Progression Grid: Geography

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Locational knowledge	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>To name the countries of the UK.</p> <p>To understand what an aerial view shows.</p> <p>Understand what a cold area of the world is like.</p> <p>To name the countries and the key features of the UK.</p> <p>To name capital cities of the UK.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>To name the countries of the UK and some of their features.</p>	<p>Locate and name the world continents on a map.</p> <p>Locate and name the countries making up the British Isles.</p> <p>Identify longest rivers in the world, largest deserts, and highest mountains. Compare with UK.</p> <p>To name and locate some of the counties in the UK.</p> <p>To identify how London has changed over time.</p>	<p>On a world map locate areas of similar environmental regions. (Desert, rainforest)</p>	<p>Locate the main countries in Europe and North or South America.</p> <p>Compare 2 different regions in the UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Compare land use maps of UK from past with present focussing on land use.</p> <p>Identify the position and significance of latitude/longitude and Greenwich meridian.</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key human and physical characteristics and major cities.</p> <p>Map how land use has changed in the local area over time.</p> <p>Name and locate the key topographical features including coasts, features of erosion, hills, mountains and rivers. Understand how these features change over time.</p>
Place knowledge	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>To understand the differences between a town and countryside.</p> <p>To compare to capital cities.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country.</p> <p>Compare what life is like in a city.</p>	<p>Understand why there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to one another.</p> <p>Compare a region of the UK with a region of Europe.</p>	<p>Know about the wider context of places</p> <p>Understand why there are similarities and differences between places through the study of human and physical geography of a region in a European country and a region within north or south America.</p>	<p>Compare the physical and human features of a region if the UK and a region of North America, identify similarities and differences.</p>	<p>Understand the geographical similarities and differences through the study of human and physical geography of a region in the UK, a region of mainland Europe and a region within north or south America.</p>
Human and Physical	<p>Make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>Know about similarities and differences between</p>	<p>Observe and record the weather.</p> <p>Describe seasonal weather changes.</p> <p>To understand the dangers of the weather.</p>	<p>Identify seasonal daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to</p>	<p>Identify physical and human features of the locality. Types of settlement in early Britain</p> <p>Explain about weather conditions/patterns around the UK and parts of</p>	<p>Describe human and physical features across the UK</p> <p>Understand the effect of landscape features on the development of locality</p> <p>Describe how people have</p>	<p>Know the physical features of coasts and begin to understand erosion and deposition</p> <p>Understand how humans affect the environment over time.</p>	<p>Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography</p>

	<p>themselves and others, and among families, communities and traditions.</p>		<p>physical features.</p> <p>Use basic geographical vocabulary to refer to human features.</p>	<p>Europe.</p>	<p>been effected by changes in the environment</p> <p>Explain about natural resources</p>	<p>Know about changes to the world and environment over time.</p> <p>To describe the features of a rainforest</p> <p>Explain the effects humans have on the rainforest. Understand why people seek to manage and sustain the environment</p> <p>Explain where our food comes from.</p>	
<p>Geographical Skills and fieldwork</p>	<p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>Ask simple geographical questions.</p> <p>Use simple observational skills to study the geography of the school and its grounds and to describe its features.</p> <p>Use simple maps of the local area.</p> <p>To draw a simple map.</p> <p>Use simple directional language.</p>	<p>Study maps and aerial photographs.</p> <p>Use simple compass directions and locational and directional language to describe the location of features on a map.</p> <p>Draw maps of the local area with a simple key.</p> <p>Observe and record features around the school.</p> <p>Communicate findings in different ways.</p> <p>Make sketches or notes of their school trip and create a map to direct others.</p> <p>Use the 4 points of a compass.</p>	<p>Ask and respond to geographical questions.</p> <p>Analyse evidence to draw conclusions.</p> <p>Recognise that people hold different views about and issue and begin to understand why.</p> <p>Communicate findings in ways appropriate to the task.</p> <p>Use basic geographical vocabulary</p> <p>Begin to make more detailed fieldwork sketches/diagram</p> <p>Use fieldwork instruments</p> <p>Use 4 figure grid defences</p> <p>Use 8 points of a compass</p> <p>Make plans and maps using symbols and key.</p>	<p>Confidently use the 8 points of a compass to describe a route on a map.</p> <p>Confidently use four figure grid references to locate places on a map.</p> <p>Plan the steps and strategies for an enquiry.</p> <p>Draw accurate maps with more complex keys.</p> <p>Explore features of an OS map</p> <p>Measure straight line distance using an appropriate scale</p> <p>Understand and use a range of vocabulary.</p>	<p>Use the 8 points of a compass to describe a route on a map.</p> <p>Use six figure grid references, symbols and key to build their knowledge of the UK from past to present.</p> <p>Use fieldwork to observe measure and record the human and physical features of the local area</p> <p>Understand and use a widening range of geographical terms.</p> <p>To find information in an atlas using an index.</p>	<p>Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied.</p> <p>Use the 8 points of the compass, four and six figure grid references, symbols and key to build knowledge of the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features of the local area using a range of methods.</p> <p>Use maps, charts etc to support their decisions.</p> <p>Understand a wide range of geographical terms.</p>