Geography progression of skills

|  | EYFS | Year 1/2 | | Year 3/4 | | Year 5/6 | |
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| Human and Physical Geography | Nursery  Builds up vocabulary that reflects the breadth of their experiences  Reception  Extends vocabulary by grouping and naming, exploring the meaning and sounds of new words | Use fieldwork and map skills to:   * Understand the weather- where in the world it is hot, where in the world it is cold. * Discuss the weather in relation to the equator and the North/South Poles. * Find out how the seasons change and identify patterns. * Start to look at why patterns are starting to become less common due to global warming * Use basic geographical vocabulary to refer to key physical and human features * Compare and contrast two British localities. | | Use fieldwork and map skills to:  Describe and show an understanding of:   * climate zones * biomes and vegetation belts * the water cycle * earthquakes * volcanoes   in the places being studied.  Study the   * settlements and land use * economic activity, including trade links * distribution of natural resources, including energy * food, minerals and water aspects   of the places being studied. | | | |
| Fieldwork | Nursery  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world  Reception  Looks closely at similarities, differences, patterns and change | For instance:  Gather information  Use basic observational skills  Carry out a small survey of the local area/school  Draw simple features  Ask and respond to basic geographical questions  Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey  Sketching  Create plans and draw simple features in their familiar environment  Add labels onto a sketch map, map or photograph of features  Audio/Visual  Recognise a photo or a video as a record of what has been seen or heard  Use a camera in the field to help to record what is seen | | For instance:  Gather information  Ask geographical questions  Use a simple database to present findings from fieldwork  Record findings from field trips  Use a database to present findings  Use appropriate terminology  Sketching  Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction  Audio/Visual  Select views to photograph  Add titles and labels giving date and location information  Consider how photo’s provide useful evidence  use a camera independently  Locate position of a photo on a map | | For instance:  Gather information  Select appropriate methods for data collection such as interviews,  Use a database to interrogate/amend information collected,  Use graphs to display data collected  Evaluate the quality of evidence collected and suggest improvements  Sketching  Evaluate their sketch against set criteria and improve it  Use sketches as evidence in an investigation, select field sketching from a variety of techniques  Annotate sketches to describe and explain geographical processes and patterns  Audio/Visual  Make a judgement about the best angle or viewpoint when taking an image or completing a sketch  Use photographic evidence in their investigations  Evaluate the usefulness of the images | |
| Map skills | Nursery  Use positional language  Reception  Describes their relative position such as ‘behind’ or ‘next to’ | For instance:  Using maps  Use a simple picture map to move around the school  Use relative vocabulary such as bigger, smaller, like, dislike  Use directional language such as near and far, up and down, left and right, forwards and backwards  Map knowledge  Use world maps to identify the UK in its position in the world.  Use maps to locate the four countries and capital cities of UK and its surrounding seas  Making maps  Draw basic maps, including appropriate symbols and pictures to represent places or features  Use photographs and maps to identify features | For instance:  Using maps  Follow a route on a map  Use simple compass directions (North, South, East, West)  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  Map knowledge  Locate and name on a world map and globe the seven continents and five oceans.  Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles  Making maps  Draw or make a map of real or imaginary places (e.g.  add detail to a sketch map from aerial photograph)  Use and construct basic symbols in a key | For instance:  Using maps  Follow a route on a map with some accuracy  Locate places using a range of maps including OS & digital  Begin to match boundaries (e.g. find same boundary of a country on different scale maps)  Use 4 figure compasses, and letter/number co-ordinates to identify features on a map  Map knowledge  Locate the UK on a variety of different scale maps  Name & locate the counties and cities of the UK  Making maps  Try to make a map of a short route experiences, with features in current order  Create a simple scale drawing  Use standard symbols, and understand the importance of a key | For instance:  Using maps  Follow a route on a large scale map  Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map  Begin to use 8 figure compass and four figure grid references to identify features on a map  Map knowledge  Locate Europe on a large scale map or globe,  Name and locate countries in Europe (including Russia) and their capitals cities  Making maps  Recognise and use OS map symbols, including completion of a key and understanding why it is important  Draw a sketch map from a high viewpoint | For instance:  Using maps  Compare maps with aerial photographs  Select a map for a specific purpose  Begin to use atlases to find out other information (e.g. temperature)  Find and recognise places on maps of different scales  Use 8 figure compasses, begin to use 6 figure grid references.  Map knowledge  Locate the world’s countries, focus on North & South America  Identify the position and significance of lines of longitude & latitude  Making maps  Draw a variety of thematic maps based on their own data  Draw a sketch map using symbols and a key,  Use and recognise OS map symbols regularly | For instance:  Using maps  Follow a short route on a OS map  Describe the features shown on an OS map  Use atlases to find out data about other places  Use 8 figure compass and 6 figure grid reference accurately  Use lines of longitude and latitude on maps  Map knowledge  Locate the world’s countries on a variety of maps, including the areas studied throughout the Key Stages  Making maps  Draw plans of increasing complexity  Begin to use and recognise atlas symbols |
| Locational knowledge |  | Pupils should be taught to:  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 | | Pupils should be taught to:  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  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) | | | |
| Place knowledge |  | Pupils should be taught to:  understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country | | Pupils should be taught to:  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 | | | |
| Human and physical geography |  | Pupils should be taught to:  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, inc. city, town, village, factory, farm, house, office, port, harbour, shop | | Pupils should be taught to:  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 | | | |
| Geographical skills and fieldwork |  | Pupils should be taught to:  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | | Pupils should be taught to:  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and six-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 | | | |