

Geography Progression of Skills



EYFS

Reception:

- Talk about members of their immediate family and community.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

ELG:

People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	Year 1 and 2		Year 3 and 4	
Fieldwork	<p>Gather information</p> <p>Use basic observational skills</p> <p>Carry out a small survey of the local area/school</p> <p>Draw simple features</p> <p>Ask and respond to basic geographical questions</p> <p>Ask a familiar person prepared questions</p> <p>Use a pro-forma to collect data e.g. tally survey</p> <p>Sketching</p> <p>Create plans and draw simple features in their familiar environment</p> <p>Add labels onto a sketch map, map or photograph of features</p> <p>Audio/Visual</p> <p>Recognise a photo or a video as a record of what has been seen or heard</p> <p>Use a camera in the field to help to record what is seen</p>		<p>Gather information</p> <p>Ask geographical questions</p> <p>Use a simple database to present findings from fieldwork</p> <p>Record findings from fieldtrips</p> <p>Use a database to present findings</p> <p>Use appropriate terminology</p> <p>Sketching</p> <p>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p>Audio/Visual</p> <p>Select views to photograph</p> <p>Add titles and labels giving date and location information</p> <p>Consider how photo's provide useful evidence use a camera independently</p> <p>Locate position of a photo on a map</p>	
	Map skills	<p>Using maps</p> <p>Use a simple picture map to move around the school</p>	<p>Using maps</p> <p>Follow a route on a map</p> <p>Use simple compass directions (North, South,</p>	<p>Using maps</p> <p>Follow a route on a map with some accuracy</p>

	<p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>Map knowledge</p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p>Making maps</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>Use photographs and maps to identify features</p>	<p>East, West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Map knowledge</p> <p>Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p>Making maps</p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use and construct basic symbols in a key</p>	<p>Locate places using a range of maps including OS & digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p>Map knowledge</p> <p>Locate the UK on a variety of different scale maps</p> <p>Name & locate the counties and cities of the UK</p> <p>Making maps</p> <p>Try to make a map of a short route experiences, with features in current order</p> <p>Create a simple scale drawing</p>	<p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p>Map knowledge</p> <p>Locate Europe on a large scale map or globe,</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities</p> <p>Making maps</p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>Draw a sketch map from a high viewpoint</p> <p>Use and recognise OS map symbols regularly</p>
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			Use standard symbols, and understand the importance of a key	
Location knowledge	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		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	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		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	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: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 		Describe and understand key aspects of: <ul style="list-style-type: none"> 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 	



- key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop

natural resources including energy, food, minerals and water