

# Geography Progression of skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location and place knowledge						
<b>ELG: People Culture and Communities</b> 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, non-fiction texts and – when appropriate – maps.	Name and locate where we live – Cheltenham, Gloucestershire, England.	Name and locate the countries and capital cities making up the United Kingdom: England – London, Scotland – Edinburgh, Wales – Cardiff, Northern Ireland – Belfast.	Identify and locate Europe on a map  Use maps to begin naming and locating some well-known European countries along with some of its cities	Use maps to name and locate some of the main cities in the north and south of the UK.  Use map and globes to name and locate some well-known regions and countries of Europe.	Use maps and globes to locate the main countries in Europe, naming most from memory.  Use maps and globes to locate Russia in relation to Europe.	Using maps and globes to confidently locate countries, counties and cities of the United Kingdom.  Confidently compare different areas of the UK describing in detail their differences in human and physical features.
	Name and locate the four countries that make up the United Kingdom – England, Scotland, Wales and Northern Ireland.	Name and locate the UK's surrounding seas – English Channel, North Sea, Irish Sea, Atlantic Ocean.	Use maps and globes to locate Africa and begin naming and locating some of its countries, regions and cities.	Use maps and globes to locate North America and begin naming and locating some of the North American countries, regions and cities.	Use maps and globes to name and locate South America; along with the countries, regions and cities.	Using maps and globes; confidently locate the continents of the world and their main countries.
	Identify the capital city of England (London) and find this on a map.	Name and locate the seven continents - Asia, Africa, North and South America, Antarctica, Europe and Australia (Oceania)	Identify key topographical features of a location (hills, mountains, coasts and rivers) and understand how some of these have changed over time	Identify key topographical features (in hills, mountains, coasts and rivers) of places studied and understand how some of these have changed over time.	Begin locating other significant places in the world studied.	Identify and explain the position of countries studied in relation to longitude and latitude, the equator and the northern and southern hemisphere, the Tropics of Cancer and Capricorn
	Compare where Cheltenham and London are on maps.	Name and locate the five oceans - Pacific, Atlantic, Indian, Arctic, Southern.	Begin to identify the terms longitude, latitude, southern and northern hemisphere	Identify and use the names and position of countries/regions studied in relation to longitude and latitude, the equator and the northern and southern hemisphere.	Identify key topographical features of places studied and understand how these have changed over time.	Study the significant physical and human features of countries/regions in other parts of the world.
<b>ELG: The Natural World</b> Explore the natural world around them, making observations	Understand the term 'continent'.	Describe a place outside of Europe using geographical words and make simple comparison to where we live.	Begin to identify the names and position of countries/regions studied in relation to longitude and latitude, the equator and the northern and southern hemisphere	To develop the skill of identifying the position of countries studied in relation to longitude and latitude, the equator and the northern and southern hemisphere.	Understand the term 'ocean'.	Confidently understand and explain how places in the UK and places in other parts of the world are similar and different
	Recognise and talk about the key features and places in the local environment – school and home.	Explain how the lives of children are				
	Explain what makes our town special.					
	Identify the similarities and differences between a range of places they have visited – e.g town					

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<p>and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>centres, farms, the seaside, the park.</p>	<p>different in two contrasting localities.</p>	<p>Study a geographical region in Europe and identify the main human and physical characteristics linked to the area</p> <p>Study photographs, pictures, maps, weather patterns, temperatures and populations</p> <p>Begin to make simple comparisons to where we live</p> <p>Begin to understand how places in the UK have changed over time; identifying some differences between human and physical characteristics</p>	<p>Begin understanding the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones of the countries studied. Begin locating these on a map.</p> <p>Study main cities and villages in the UK; identifying and comparing the main human and physical features.</p> <p>Study a country/region in North America; Identifying its main human and physical features, Study photographs, pictures, maps, weather patterns, temperatures and populations. Make comparisons to where we live.</p> <p>Understand how places studied have changed over time; beginning to identify the main differences between human and physical characteristics.</p>	<p>Understand and begin to identify where the Tropics of Cancer and Capricorn are; the arctic and Antarctic circle; time zones of the countries studied and the prime/Greenwich Meridian are.</p> <p>Begin identifying the position of countries studied in relation to the Tropics of Cancer and Capricorn, The arctic and Antarctic circle, time zones and the prime/Greenwich Meridian.</p> <p>Study the significant physical and human features of countries/regions studied in South America.</p> <p>Study photographs, pictures, maps, weather patterns, temperatures and populations to gain an in depth knowledge about the area to begin supporting geographical comparisons.</p>	<p>in relation to their key human and physical features.</p>
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	<b>Human and Physical Geography</b>					
	<p>Use simple geographical vocabulary to identify key human and physical features of their school, its grounds and the surrounding environment.</p> <p>Begin to express views on the features of the local environment.</p> <p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season and weather.</p>	<p>Use simple geographical vocab to refer to key physical features. Including: beach, coast, forest, mountain, sea, river, season and weather.</p> <p>Use simple geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</p> <p>Use simple geographical vocabulary to identify key human and physical features of the</p>	<p>Begin to understand the term 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.</p> <p>Begin to understand the term physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Understand and accurately use the term 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.</p> <p>Understand and accurately use the term physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Describe and understand key aspects of 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.</p> <p>Understand and accurately use the term physical geography, including: climate zones, biomes and vegetation belts,</p>	<p>Confidently describe and understand the key human features of a locality- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Confidently understand and accurately use the term physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>

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	<p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</p> <p>Begin to look at how we can look after our environment – litter, recycling, respecting where we live.</p> <p>Identify the seasons and explain how the weather changes with each season.</p> <p>Explain what people might wear at different times of the year.</p>	<p>local area and a non-European place.</p> <p>Use simple geographical vocabulary to make simple comparisons between the key human and physical features of our town, and a non-European place.</p> <p>Begin expressing views on the features of different localities- which is their favourite and why?</p> <p>Identify the key features of the seasons and look at why patterns are starting to become less common due to global warming. Discuss where in the world is hot and cold in relation to the equator and the North/South Poles.</p>	<p>Describe the physical features of a locality– i.e. hills, mountains, coasts, land patterns</p> <p>Describe human features in a locality – i.e. types of settlement, land use, trade links between the UK and Europe</p> <p>Explain why a locality has certain physical and human features – why is it like it is?</p> <p>Begin to understand how human and physical features have changed over time</p>	<p>Describe and compare the main human and physical features of a well-known city.</p> <p>Describe the main human and physical features of a village</p> <p>Describe the human and physical differences between cities and villages.</p> <p>Explain the push and pull factors for living in cities and why these have changed over time</p> <p>Explain why people choose to live in a village rather than a city.</p> <p>Describe the main human and physical features of North America.</p> <p>Identify and describe trade links in more detail; look at trade links from around the world in relation to a few key items – chocolate, coffee, energy and other key exported items.</p> <p>Study fair trade and the impact on local lives.</p>	<p>rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand the human features of a locality- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Describe how physical and human activity has impacted on areas of the world.</p> <p>Report on ways in which humans have both improved and damaged the environment.</p> <p>Identify key environmental issues – deforestation, wildfires.</p> <p>Identify their views and debate environmental issues.</p>	<p>Confidently describe how physical and human activity has impacted on areas of the world.</p> <p>Show a good understanding of environmental issues and report on ways in which humans have both improved and damaged the environment.</p> <p>Debate with confidence their view on environmental issues.</p> <p>Explain what a place might be like in the future taking into account the environmental and physical changes that have occurred so far.</p>
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	<b>Fieldwork</b>					
	<p>Make observations about where things are within school and in the local area.</p> <p>Use a simple picture map to move around the school; Recognise that it is about a place.</p> <p>Draw picture maps of imaginary places and from stories.</p> <p>Use own symbols on imaginary map.</p> <p>Draw key features in the local environment.</p> <p>Draw around objects to make a plan.</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Draw a map of a real or imaginary place using more detail.</p> <p>Add detail to real places from aerial photographs.</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p>	<p>Use books, stories, atlases, pictures/photos and internet as sources of information</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> <p>Use 4 compass points to follow/give directions</p> <p>Use letter/no. co-ordinates to locate features on a map</p>	<p>Collect and record evidence.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map.</p> <p>Use 4 compass points accurately.</p> <p>Use grid references to locate features on a map confidently.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Make a map of a short route experienced, with features in correct order.</p>	<p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</p> <p>Begin using 8 compass points.</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p> <p>Use/recognise OS map symbols.</p>	<p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Use 6 figure grid references; use latitude and longitude on atlas maps.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise OS symbols.</p>

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	<p>Use picture maps, atlases and globes.</p> <p>Use simple compass directions (North, South, East and West)</p>	<p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Locate, sketch and name landmarks on UK maps e.g. London, River Thames.</p> <p>Use maps and globes to locate the four countries and surrounding seas of the UK and its position in the world.</p> <p>Use maps and globes to identify continents and oceans.</p> <p>Use large scale OS maps.</p> <p>Use an infant atlas.</p>	<p>Try to make a map of a short route experienced, with features in correct order</p> <p>Begin to draw a simple sketch map of a familiar location</p> <p>Try to make a simple scale drawing. Know why a key is needed</p> <p>Use ordnance survey standard symbols</p> <p>Follow a route on a map with some accuracy.</p> <p>Locate places on larger scale</p>	<p>Make a simple scale drawing.</p> <p>Understand why a key is needed.</p> <p>Locate places on large scale maps.</p> <p>Physically follow a route on a large scale map.</p> <p>Match boundaries on different scale maps (E.g. find same boundary of a county on different scale maps)</p> <p>Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use Google maps.</p> <p>Identify features on aerial/oblique photographs.</p>	<p>Use medium scale land ranger OS maps.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose.</p> <p>Begin to use atlases to find out about other features of places.</p> <p>Measure straight line distance on a map – using a scale.</p> <p>Find/recognise places on maps of different scales.</p> <p>Identify significant places and environments.</p> <p>Use index and contents page within atlases.</p>	<p>Follow a short route on an OS map.</p> <p>Describe features shown on OS map.</p> <p>Confidently use an atlas and locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Use scale to measure distances.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Draw a plan view map accurately.</p>
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