Love, Learn, Live

# Geography - Progression of Skills

| EYFS | Understanding the World (U&W) |
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| Three and Four-Year-Old's | • Use all their senses in hands-on exploration of natural materials.<br>• Begin to understand the need to respect and care for the natural environment and all living things.<br>• Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. |
| Reception | • Draw information from a simple map.<br>• Recognise some similarities and differences between life in this country and life in other countries.<br>• Explore the natural world around them.<br>• Recognise some environments that are different to the one in which they live. |
| ELG (Early Learning Goal) | • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br>• Explain some similarities and differences between life in this<br>• country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.<br>• 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.<br>• Understand some important processes and changes in the natural world around them, including the seasons. |


Locational knowledge | Place knowledge | Human and physical geography | Geographical skills and fieldwork

| Locational Knowledge Year 1/2 |
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| Locating the world's five oceans on a world map. |
| Locating the four countries of the United Kingdom (UK) on a map of this area. |
| Showing on a map which country they live in and locating its capital city. |
| Showing on a map the oceans nearest the continent they live in. |
| Locating the surrounding seas and oceans of the UK on amap of this area. |
| Confidently locating the capital cities of the fourcountries of the UK on a map of this area. |
| Identifying characteristics (both human and physical) ofthe four capital cities of the UK. |
| Showing on a map the city, town or village where they live in relation to their capital city. |
| To be able to name the seven continents of the world |
| To know that a continent is a group of countries. |
| To know that they live in the continent of Europe. |
| To know that an ocean is a large body of water and that asea is a body of water that is smaller than an ocean. |
| To be able to name the five oceans of the world. |
| To know that the UK is short for 'United Kingdom'. |
| To know that a country is a land or nation with its owngovernment. |
| To know that the United Kingdom is made up of fourcountries and their names. |
| To know the name of the country they live in. |
| To know that there are four bodies of water surrounding the UK and to be able to name them. |
| To name some characteristics of the four capital cities ofthe UK. |
| To know the four capital cities of the UK. |
| To know that a capital city is the city where a country's government is located. |

| Place knowledge Year 1/2 |
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| Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country. |
| Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country. |
| Describing what physical features may occur in a hot place in comparison to a cold place. |
| To know some similarities and differences between their local area and a contrasting non European country. |
| **Human and physical geography Year 1/2** |
| Describing the daily weather patterns in their locality. |
| Confidently using the vocabulary 'season' and 'weather'. |
| Recognising and describing some physical features of a location using subject-specific vocabulary. |
| Recognising and describing some human features of a location using subject-specific vocabulary. |
| Locating some hot and cold areas of the world on a world map. |
| Locating the Equator and North and South Poles on a world map. |
| Locating hot and cold areas of the world in relation to the Equator and the North and South poles. |
| **Geographical skills and fieldwork Year 1/2** |
| **Question**: Asking questions about the world around them. |
| **Question**: Recognising there are different ways to answer a question. |
| **Observe:** Commenting on and discussing the features they see in their school and school grounds on a walk around the respective places. |
| **Observe:** Asking and answering simple questions about human and physical features of the area surrounding their school grounds. |
| **Measure:** Asking and answering simple questions about the features of their school and school grounds. |
| **Measure:** Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. |
| **Record:** Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. |
| **Record**: Classifying the features they notice into human and physical with teacher support. |
| **Record:** Taking digital photographs of geographical features in the locality. |
| **Record:** Making digital audio recordings when interviewing someone. |
| **Present:** Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. |
| **Present:** Presenting data in simple tally charts or pictograms and commenting on what the data shows. |
| **Present:** Asking and answering simple questions about data |
| Using an atlas to locate the UK. |
| Using a map to locate the four countries of the UK. |
| Using a world map, globe and atlas to locate the world's five oceans. |
| Using directional language to describe the location of objects in the classroom and playground. |
| Using directional language to describe features on a map in relation to other features (real or imaginary). |
| Responding to instructions using directional language to follow routes. |

| Locational Knowledge Year 3/4 | Locational Knowledge Year 3/4 |
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| Locating some countries in Europe and North and South America using maps. | To know the name of some counties in the UK (local to your school). |
| Locating some major cities of the countries studied. | To know the name of some cities in the UK (local to your school). |
| Locating key physical features in countries studied including significant environmental regions. | To know the name of the county that they live in and their closest city. |
| Locating some key human features in countries studied. | To begin to name the twelve geographical regions of the UK. |
| Locating the world's most significant mountain ranges on a map and identifying any patterns. | To know the main types of land use. * |
| Locating some of the world's most significant rivers and identifying any patterns. | To know some types of settlement. * |
| Locating some cities in the UK (local to your school). | To know that countries near the Equator have less seasonal change than those near the poles. |
| Beginning to locate the twelve geographical regions of the UK. | To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. |
| Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. | To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. |
| Identifying how topographical features studied have changed over time using examples. | To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. |
| Describing how a locality has changed over time, giving examples of both physical and human features. | To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. |
| Finding the position of the Equator and describing how this impacts our environmental regions. | To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. |
| Finding lines of latitude and longitude on a globe and explaining why these are important. | To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. |
| Identifying the position of the Tropics of Cancer and Capricorn and their significance. | To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. |
| Identifying the position and significance of both the Arctic and Antarctic Circle. | To know that climate zones are areas of the world with similar climates. |
| To know where North and South America are on a world map. | To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* |
| To know the names of some countries and major cities in Europe and North and South America. | To know that biomes are areas of the world with similar climates, vegetation and animals. * |
| To know the names of some of the world's most significant mountain ranges. | To know the world's biomes. * |
| To know the names of some of the world's most significant rivers. | To know vegetation belts are areas of the world which are home to similar plant species. * |

| Place knowledge Year 3/4 |
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| Describing and beginning to explain similarities between tworegions studied. |
| Describing and beginning to explain differences between tworegions studied. |
| Describing how and why humanshave responded in different waysto their local environments. |
| Discussing climates and theirimpact on trade, land use andsettlement. |
| Explaining what measures humans have taken in order toadapt to survive in cold places. |
| Describing and explaining how people who live in a contrasting physical area may have differentlives to people in the UK. |

| Human and physical geography Year 3/4 | Human and physical geography Year 3/4 |
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| Mapping and labelling the six biomes on a world map. | To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* |
| Understanding some of the causes of climate change. | To know the world's biomes.* |
| Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. | To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. |
| Describing where volcanoes, earthquakes and mountains arelocated globally. | To know that climate zones areareas of the world with similar climates.* |
| Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impactupon the surrounding landscapeand communities. | To know the world's differentclimate zones.* |
| Describing how humans usewater in a variety of ways. | To know that climates can influencethe foods able to grow. |
| Describing and understanding types of settlement and land use. | To know the main types of landuse.* |
| Explaining why a settlement andcommunity has grown in a particular location. | To know the different types of settlement.* |
| Explaining why different locations have different humanfeatures. | To know water is used by humansin a variety of ways. |
| Explaining why people might prefer to live in an urban or ruralplace. | To know an urban place is somewhere near a town or city. |
| Describing how humans can impact the environment both positively and negatively, using examples. | To know a rural place is somewhere near the countryside. |
| To know that the water cycle is theprocesses and stores which movewater around our Earth and to beable to name these. | To know that a natural resource is something that people can usewhich comes from the natural environment. |
| To know the courses and key features of a river. | To know the threats to the rainforest both on a local andglobal scale. |
| To know the different types of mountains and volcanoes and howthey are formed. | To know that fair trading is theprocess of ensuring workers arepaid a fair price, have safe working conditions and are treated with respect and equality. |
| To know the UK grows food locally and imports food fromother countries. | |

| Geographical skills and fieldwork Years 3/4 | Geographical skills and fieldwork Years 3/4 |
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| Beginning to use maps at morethan one scale. | Designing a questionnaire/interviews to collect qualitative fieldwork data. |
| Using atlases, maps, globes, satellite images and beginning touse digital mapping to locate countries studied. | Taking digital photos and labelling or captioning them. |
| Using atlases, maps, globes and beginning to use digital mappingto recognise and describe physical and human features incountries studied. | Making annotated sketches, fielddrawings and freehand maps torecord observations during fieldwork. |
| Using the scale bar on a map toestimate distances. | Beginning to use a simplifiedLikert Scale to record their judgements of environmentalquality. |
| Finding countries and features ofcountries in an atlas using contents and index. | Collecting quantitative data incharts and graphs. |
| Zooming in and out of a digitalmap. | Using a questionnaire/interviewsto collect qualitative fieldwork data. |
| Beginning to use the key on an OS map to name and recognisekey physical and human featuresin regions studied. | Presenting data using plans, freehand sketch maps, annotateddrawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. |
| Accurately using 4-figure grid references to locate features on amap in regions studied. | Suggesting different ways that alocality could be changed and improved. |
| Beginning to locate features using the 8 points of a compass. | Finding answers to geographicalquestions through data collection. |
| Using a simple key on their own map to show an example of bothphysical and human features. | To understand that a scale showshow much smaller a map is compared to real life. |
| Following a route on a map withsome accuracy. | To recognise world maps as aflattened globe. |
| Saying which directions are N, S, E, W on an OS map. | To know that an OS (Ordnancesurvey) map is used for personaluse and organisations use it forhousing projects, planning the natural environment and publictransport and for security purposes. |
| Making and using a simple routeon a map. | To know that an OS map showshuman and physical features assymbols. |
| Labelling some features on anaerial photograph and then locating these on an OS map ofthe same locality and scale in regions studied. | To know that grid references helpus locate a particular square on a map. |
| Beginning to choose the best approach to answer an enquiry question. | To know the eight points of a compass are north, south, east,west, north-east, south-east, north-west, south-west. |
| Mapping land use in a small localarea using maps and plans. | To know the main types of landuse (agricultural, residential, recreational, commercial, industrial and transportation). |
| Making a plan for how they wish to collect data to answer an enquiry-based question, with thesupport of a teacher. | To know an enquiry-based question has an open-endedanswer found by research. |
| Asking and answering one-stepand two-step geographical questions. | To know what a questionnaireand an interview are. |
| Observing, recording, and naming geographical features intheir local environments. | To know that quantitative datainvolves numerical facts and figures and is often objective. |
| Making digital audio recordingsfor a specific purpose. | To know that an annotated drawing or sketch map is hand drawn and gives a rough idea offeatures of an area without having to be completely accurate. |
| To know that qualitative data involves opinions, thoughts andfeelings and is often | To know a Likert scale is used torecord people's feelings and attitudes. |

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| subjective. | |
| To know what a bar chart, pictogram and table are and when to use which one best to represent data. | |

| Locational Knowledge Years 5/6 |
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| To know the name of many countries and major cities in Europe and North and South America. |
| To know the location of key physical features in countries studied. |
| To know the name of many counties in the UK. |
| To know the name of many cities in the UK. |
| To confidently name the twelve geographical regions of the UK. |
| To know that London and the South East regions have the largest population in the UK. |
| To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones. |

| Place Knowledge Years 5/6 |
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| Describing and explaining similarities between two environmental regions studied. |
| Describing and explaining differences between two environmental regions studied. |
| Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. |
| Understanding how climates impact on trade, land use and settlement. |
| Explaining how humans have used desert environments. |
| Using maps to explore wider global trading routes. |
| To know some similarities and differences between the UK and a European mountain region. |
| To know why tourists visit mountain regions. |

| Human and Physical Geography Years 5/6 | Human and Physical Geography Years 5/6 |
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| Describing and understanding the key aspects of the six biomes. | To know vegetation belts are areas of the world that are home to similar plant species.* |
| Describing and understanding the key aspects of the six climate zones. | To name and describe some of the world's vegetation belts. |
| Understanding some of the impacts and causes of climate change. | To know why the ocean is important. |
| Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. | To know the global population has grown significantly since the 1950s. |
| Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. | To know which factors are considered before people build settlements. |

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| Describing and understanding economicactivity, including trade links. | |
| Suggesting reasons why the global population has grown significantly in the last70 years. | To know migration is the movement of people from one country to another. |
| Describing the 'push' and 'pull' factors thatpeople may consider when migrating. | To know that natural resources can beused to make energy. |
| Understanding the distribution of natural resources both globally and within a specific region or country studied. | To know some positive impacts of humanson the environment. |
| Recognising geographical issues affecting people in different places and environments. | To know some negative impacts ofhumans on the environment. |
| Describing and explaining how humans can impact the environment both positively and negatively, using examples. | |

| Geographical skills and fieldwork Years 5/6 | Geographical skills and fieldwork Years 5/6 |
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| Confidently using and understanding maps at morethan one scale. | Using models and maps to talkabout contours and slopes. |
| Using atlases, maps, globes anddigital mapping to locate countries studied. | Selecting a map for a specificpurpose. |
| Using atlases, maps, globes anddigital mapping to describe andexplain physical and human features in countries studied. | Confidently using the key on an OSmap to name and recognise key physical and human features in regions studied. |
| Identifying, analysing and asking questions about distributions andrelationships between features using maps (e.g settlement distribution). | Accurately using four and six-figure grid references to locatefeatures on a map in regions studied. |
| Using the scale bar on a map tocalculate distances. | Confidently locating features using the 8 points of a compass. |
| Recognising an increasing range | Following a short pre-preparedroute on an OS map. |
| of Ordnance Survey symbols on maps and locating features using | Planning a journey to another partof the world using six-figure grid references and the eight points of a compass. |
| six-figure grid references. | Developing their own enquiryquestions. |
| Recognising the difference | Choosing the best approach toanswering an enquiry question. |
| between Ordnance Survey and other maps and when it is most | Making sketch maps of areas studied including labels and keyswhere necessary. |
| appropriate to use each. | Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. |
| Beginning to use thematic mapsto recognise and describe humanand physical features studied. | Drawing conclusions about anenquiry using findings from fieldwork to support your reasonings. |
| Selecting appropriate methodsfor data collection. | Evaluating evidence collected andsuggesting ways to improve this. |
| Designing interviews/questionnaires tocollect qualitative data. | Analysing quantitative data in piecharts, line graphs and graphs withtwo variables. |
| Beginning to use standard fieldsampling techniques appropriately. | To know that contours on a mapshow height and slope. |
| Using GIS (Geographical Information Systems) to plot datasets. | To know that qualitative data involves qualities, characteristicsand is largely opinion based andsubjective. |
| Using a simplified Likert Scale torecord their judgements of environmental quality. | To know that GIS is a digital systemthat creates and manages maps, used to support analysis for enquiries. |
| Conducting interviews/questionnaires tocollect qualitative data. | To know that a pie chart can represent a fraction or percentageof a whole set of data. |

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| Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing atlength and digital technologies (photos with labels/captions) when communicating geographical information. | To know a line graph can representvariables overtime. |
| To know what a range of datacollection methods look like. | To be aware of some issues in thelocal area. |
| To know how to use a range of datacollection methods. | |