

## Geography Skills Progression

	Location knowledge	Place knowledge	Physical geography	Human geography	Geographical skills and fieldwork.
<b>EYFS</b>	Be able to <b>name places</b> in my day-to-day life e.g. places that I regularly visit or are important to my family.	I can <b>ask questions</b> about what it is like in another country.  I can show my knowledge of other countries through <b>role play and artwork</b> .	I can <b>use</b> everyday vocabulary to name common physical features.	Show respect of different cultures.	<b>Observe closely what is around me and make comments</b> on what I see.
<b>Year One</b>	<b>Name and locate</b> the seven continents and the four countries of the UK and their capital cities. <b>Use maps and a globe</b> to identify the continents and understand that both a map and a globe show the same thing. <b>Draw and label pictures</b> to show location.	Talk about what it is like in another country. <b>Express own views</b> about a place, people and environment. <b>Compare</b> food in contrasting countries.	<b>Ask questions</b> about the weather and seasons. Name some types of weather and describe the weather associated with the four seasons. <b>Observe and record</b> e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. <b>Express opinions</b> about the seasons and <b>relate the changes</b> to changes in clothing and activities e.g. winter = coat, summer = t-shirts. Understand that different countries have different types of food. <b>Use basic geographical vocab to refer to key physical features including:</b> see long-term plan.	<b>Use basic geographical vocab to refer to key human features, including:</b> city, town, village, factory, farm, house, port, harbour and shop. Use these terms to explain trade.	<b>Use directional language</b> to describe a route or give directions (e.g. next to, behind, near, far, left, right) <b>Make a simple map.</b> Use photos to locate a familiar place. <b>Draw simple sketches.</b> <b>Observe and record information</b> about the local area e.g. how many shops there are near the school? Children to <b>take photos</b> of interesting things in the local area and <b>explain</b> what the photos show. Look at a simple map of the local area and <b>identify</b> the things they know and have seen.

<p><b>Year Two</b></p>	<p><b>Name and locate</b> the 5 oceans using maps and globes.</p> <p><b>Name and locate</b> the seas that surround the UK.</p> <p>Be able to <b>identify</b> cities in the contrasting countries.</p> <p><b>Use both maps and globes, identify</b> the coldest places in the world – The North and South pole, related to a study of the Arctic.</p> <p><b>Make predictions</b> about where the hottest places in the world are?</p> <p>Children to <b>identify</b> the equator and <b>locate</b> the places on the Equator which are the hottest (identify Kenya).</p>	<p>Make comparisons between the UK and life in another country.</p> <p><b>Study</b> pictures/videos of two differing localities, make comparisons between life in the UK and life in Arctic/Kenya, and <b>ask geographical questions</b> e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the <b>climate</b> impact lifestyle?</p> <p><b>Draw pictures</b> to show how places are different and write comparatively to show the difference.</p> <p><b>Express own views</b> about a place, people and environment.</p> <p><b>Give detailed reasons</b> to support own likes, dislikes and preferences.</p>	<p><b>Recognise</b> and briefly <b>describe</b> the following: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley.</p> <p><b>Understand</b> that different countries have different climates.</p> <p><b>Use basic geographical vocab to refer to key physical features, including:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p><b>Use basic geographical vocab to refer to key human features, including:</b> city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Recognise</b> that humans have a choice in their lifestyle.</p> <p><b>Use</b> the terms to compare different lifestyles.</p>	<p><b>Use the four compass points to say simple directions.</b></p> <p><b>Use locational and directional language to describe</b> the location of features and routes on a map.</p> <p><b>Draw own maps</b>, include a key on a map using my own symbols.</p> <p><b>Recognise</b> a familiar place from aerial photos.</p> <p>Draw simple diagrams with labels.</p> <p><b>Compare two photos and make suggestions for the cause of differences</b> in people from contrasting countries lifestyles.</p> <p><b>Collect data using observations and record it in a table.</b></p>
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<p><b>Year Three</b></p>	<p><b>Use an index to locate</b> countries, cities and landmarks using an atlas.  <b>Locate</b> countries, cities and landmarks using Google Maps and on a globe.</p>	<p><b>Compare</b> both physical and humans features of England and Nicaragua.  <b>Describe</b> how people can both improve and damage an environment.  <b>Understand geographical similarities and differences</b> through the study of human and physical differences between the river Thames and another river.  <b>Understand</b> how some aspects have changed over time.  <b>Identify features</b> of a place using aerial photographs. Make detailed <b>maps</b> using a key.</p>	<p><b>Locate rivers</b> in UK and Nicaragua.  <b>Draw diagrams, produce writing and use the correct vocabulary</b> for rivers.  <b>Ask and answer questions</b> about rivers.  Describe the journey of a river from source to sea.</p>	<p>Explain how humans use physical geographical features for a variety of purposes.</p>	<p><b>Use the 8 points of a compass.</b> Include a key on a map using common OS symbols.  <b>Ask and respond to questions</b> about places and the environment making comparisons.  <b>Offer explanations</b> for the location of human and physical features in different localities. Follow a journey using computer mapping – Google Maps.  <b>Collect data</b> using surveys and present it in a bar chart.</p>
<p><b>Year Four</b></p>	<p><b>Locate</b> world’s countries (South America), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between South America and England).   <b>Describe their location</b> in relation to the equator, tropics, hemispheres and the poles.   <b>Suggest reasons for their location.</b></p>	<p><b>Understand geographical similarities and differences</b> through the study of human and physical geography of a region of the UK (community of Englefield Green/Egham) and a region with South America.   <b>Compare and give reasons</b> for the different lifestyles within a country or area of a country.</p>	<p><b>Describe</b> the different climate zones and Vegetation belts on a global scale. <b>Be able to say</b> what weather and vegetation is related to these and begin to <b>give reasons why.</b></p>	<p><b>Describe</b> economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK. (South America and trade links around the world)   <b>Compare</b> different types of settlements and land use.   <b>Recognise</b> that our choices impact the lives of other people.</p>	<p><b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b>  <b>Use the eight points of a compass and follow directions to the nearest 10 degrees.</b>  <b>Use four grid references, symbols and key (including the use of Ordnance Survey maps)</b> to build knowledge of the UK and the wider world.  <b>Understand how colours are used on a map</b> to show different physical zones.  <b>Use fieldwork to observe, measure, record and present</b> the human and physical features in the local area <b>using a range of methods, including sketch maps, plans and graphs and digital mapping technologies.</b></p>

<p><b>Year Five</b></p>	<p><b>Locate physical geographical features on a map.</b>  <b>Describe</b> their location in relation to land use and <b>look for patterns</b> in the locations.</p> <p><b>Locate</b> countries where there are dangerous waters which WaterAid help with.</p> <p><b>Locate on a world map and identify key features</b> and characteristics.</p> <p><b>Locate</b> the seas around the UK, and counties which suffer flooding.</p>	<p><b>Understand geographical similarities and differences</b> of the UK flooding and flooding in another part of the world.</p> <p><b>Describe how physical geography influences</b> the day-to-day life of inhabitants of an area.</p>	<p><b>Describe</b> how physical geographical features are formed.</p> <p><b>Describe and understand</b> the water cycle and how Tsunamis are formed.</p>	<p><b>Describe</b> how humans are impacted both positively and negatively by physical features.</p> <p><b>Recognise</b> that humans can have some control over physical features.</p>	<p><b>Use 6 figure grid references.</b>  <b>Explain what data which has either been collected or researched shows and the impact of it.</b>  <b>Record data in a line graph.</b>  <b>Use less common OS symbols to show geographical features.</b>  <b>Use fieldwork to observe, measure record and present</b> the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Flood risk assessment of Sunningwell).</p>
<p><b>Year Six</b></p>	<p><b>Compare maps</b> over time.</p> <p><b>Understand</b> how time zones are shown on a map.</p>	<p><b>Discuss</b> how people are influenced by both physical and human geography on a local, national and global scale.</p>	<p><b>Explain</b> the water cycle using scientific terminology and explain the changes of state.</p> <p><b>Describe</b> how geographical features change over time.</p>	<p><b>Describe</b> 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><b>Analyse</b> the positive and negative impact of a human change on both a local and global scale.</p>	<p><b>Begin to use latitude and longitude to describe location.</b></p> <p><b>Compare</b> aerial photos and maps over time.</p> <p><b>Use fieldwork to observe, measure record and present</b> data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p>