

Geography Skills Progression

EYFS/Key Stage 1

Skills	Reception	Year One	Year Two
Location knowledge	Talk about where they live: Woolpit, Suffolk, England	Name and locate where we live: Woolpit, Suffolk, England, United Kingdom Name and locate the four countries that make up the UK Identify the capital city of England and find it on a map Compare where Suffolk and London are on a map Understand the term 'continent' and name the seven continents Understand the term 'ocean' and name the five oceans	Name and locate the countries and capital cities that make up the UK Name and locate the UK's surrounding seas Name and locate the seven continents Name and locate the five oceans
Place knowledge	Talk about their homes and families. Identify the immediate environment – school, home Find their way around school – showing awareness of where things belong and people within school	Recognise and talk about the key features and places in the local environment. Explain what is special about Woolpit – church, school, play area, village hall etc Describe the jobs that people do in our local area Begin observing and describing the human and physical geography of Suffolk Identify the similarities and differences between a range of places they have visited or learnt about	Describe a place outside of Europe using geographical vocabulary and make simple comparisons (similarities and differences) to where we live Explain how the lives of children are different in the two contrasting localities
Human and Physical Geography	Begin naming features of the local environment – school, house, road, park Make observations of the local environment and explain why some things occur and talk about change. Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc Look closely at similarities, patterns and change	Use simple geographical vocabulary to identify key human and physical features of the school, its grounds and the surrounding environment (e.g. school, house, bungalow, field, trees, park) Begin to express views on the features of the local environment Use simple geographical vocabulary to identify key human and physical features of different environments and locations identified in topics (e.g. river, hill, castle, etc) Begin to think about how we can look after our local environment (litter picking, recycling)	Use simple geographical vocabulary to identify key human and physical features of different places, including a non-European place (e.g. beach, pier, coast, ocean, cliff, valley, forest, mountain, hill, park, town, village, city, school) Use simple geographical vocabulary to make simple comparisons between the key human and physical features between different places Begin expressing views on the features of different localities – explain what makes different places special

		Identify the seasons and explain how the weather changes with each season Identify the Equator, North Pole and South Pole on a globe or map Explain the main features of hot and cold places	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/cold in relation to the Equator and the North/South
Geographical Enquiry, Skills and Fieldwork	Make basic observations of the local environment Use everyday language to talk about distance and relative positions (behind, next to etc) in local environment. Make attempts to draw simple features in their familiar environment and imaginary places. Identify a map. Make attempts at drawing a map (real or imaginary)	Teacher led enquiries, to ask and respond to simple closed questions Use books/pictures as sources of information Make observations about where things are – within the school and local area Use relative vocabulary – e.g. bigger/smaller, busy/quiet Use a simple picture map to move around school Use directional language such as near, far, up, down, left, right to describe the location of features and routes on a map Draw picture maps of imaginary places. Use symbols Draw key features of the local environment Draw around objects to make a plan Use maps and globes	Encourage children to ask simple geographical questions – Where is it? What is it like? Use books, stories, photos and the internet as sources of information Investigate their surroundings Make appropriate observations about why things happen Make simple comparisons between features of different places Follow directions (as Year 1 plus NSEW) Draw a map of a real or imaginary place using more detail Add detail to real places using aerial photographs Begin to understand the need for a key and make simple keys to maps Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Use maps and globes to locate the four countries and surrounding seas of UK and its position in the world

Lower Key Stage 2

Skills	Year Three	Year Four
Location knowledge	Identify and locate Europe on a map Use maps to being naming and locating some well-known European countries Use maps to name and locate areas within UK, Europe and North America Identify key topographical features of a location (hills, mountains, rivers, coastlines) and understand how some of these have changed over time Begin to identify the terms longitude, latitude, southern and northern hemisphere Begin to identify the names and position of countries/regions studied in relation to latitude and longitude, the Equator and the northern and southern hemispheres	Use maps to name and locate some major cities of the UK, along with the counties that they are in Use maps and globes to name and locate some well-known regions and countries of Europe already studied Use maps and globes to name and locate areas within UK, Europe and North America Confidently identify and name key topographical features of a location (hills, mountains, rivers, coastlines) and understand how some of these have changed over time Identify and use the names and positions of countries/regions studied in relation to latitude and longitude, the Equator and the northern and southern hemispheres Begin to understand and locate the tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian time zones
Place knowledge	Study a geographical region in the UK, in Europe and in North America Identify the main human and physical characteristics linked to the area Study photographs, pictures, maps, weather patterns, temperatures and populations Begin to make simple comparisons to where we live Begin to understand how places have changed over time; identifying some differences between human and physical characteristics.	Study main cities and villages of UK identifying and comparing the main human and physical features Study a country/region of North America, identifying its main human and physical features Study photographs, pictures, maps, weather patterns, temperatures and populations and make comparisons Understand how and why places have changed over time, identifying some differences between human and physical characteristics
Human and Physical Geography	Begin to understand the terms human and physical geography Describe the physical features of a locality (hills, mountains, rivers, land patterns) Describe human features in more detail (types of settlement, land use, trade links, industry) Explain why a locality has certain human and physical features Begin to understand how human and physical features have changed over time Describe and understand key aspects of volcanoes and earthquakes	Understand and accurately use the terms human and physical geography Describe and compare the main human and physical features of a city and a village Explain the push and pull factors for living in cities and why these have changed over time Explain why people might choose to live in a village rather than a city Describe the main human and physical features of North America and a country in Europe Identify key environmental issues in a locality, e.g. air and sea pollution
Geographical Enquiry, Skills and Fieldwork	Begin to ask and initiate geographical questions Use books, internet and photos as sources of information with more confidence Begin to collect and record evidence and analyse it to begin to draw conclusions Begin to use four compass points to give and receive directions Begin to use grid references to locate features on a map Begin to draw a simple sketch map of a familiar location Begin to use Ordnance Survey maps and symbols to identify key features of locations Follow a route on a map with some accuracy (e.g. whilst orienteering in PE) Use maps and globes to locate the countries and regions studied and their position in the world Begin to identify features on aerial photographs/Google Earth	Ask and respond to questions and offer their own ideas Collect, record and analyse evidence, drawing their own conclusions Use four compass points with increasing accuracy Use grid references to locate features on a map confidently Confidently use Ordnance Survey maps and symbols to identify key features of locations Make a map of a short route experienced (eg class trip), using a key Make a simple scale drawing Confidently follow a route on a map with some accuracy (e.g. whilst orienteering in PE) Locate places on larger scale maps and match boundaries on different scale maps (e.g. find same boundary of a country on different scale maps) Identify features on aerial photographs

Upper Key Stage Two

Skills	Year Five	Year Six
Location knowledge	Use maps and globes to locate the main countries of Europe, naming most from memory Use maps and globes to name and locate North or South America, along with the countries, regions and cities studied Begin locating other significant places in the world from other topic areas (eg Greece and Egypt) Identify key topographical features of places studied and understand how these have changed over time Develop the skill of identifying the position of countries studied in relation to longitude, latitude, the Equator and the northern and southern hemispheres Identify the position of countries studied in relation to the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles, and the Prime/Greenwich Meridian time zones	Using maps and globes, confidently locate countries, counties and cities of UK Confidently compare different areas within the UK, describing in detail the human and physical differences Using maps and globes, confidently locate the continents and their main countries Use maps and globes to locate Russia in relation to Europe Use maps and globes to name and locate South America, along with the countries, regions and cities studied Identify and explain the position of countries studied in relation to the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles, and the Prime/Greenwich Meridian time zones
Place knowledge	Study the significant physical and human features of countries/regions studied in North/South America Study photographs, pictures, maps, weather patterns, temperatures and populations to gain and in depth knowledge about the area to begin supporting geographical comparisons Understand and study how places studied have changed over time and how they continue to change due to human and physical impact Identify how the geographical features of countries can affect outcomes of events (i.e. country size, location, population, borders)	Study and describe the significant human and physical features of a place within the UK (Norfolk – focus on coastlines) Confidently compare the similarities and differences between two places in relation to their human and physical features (e.g. Norwich and Woolpit) Study the significant physical and human features of countries/regions in other parts of the world (e.g. rainforest and slums in Brazil) Confidently understand and explain how places in the UK and places in other parts of the world are similar and different in relation to their key human and physical features
Human and Physical Geography	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts 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 Describe how physical and human activity has impacted on areas of the world – both negatively and positively Identify and debate environmental issues Explain what a place might be like in the future, taking into account environmental and physical changes	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 Confidently describe how physical and human activity has impacted on areas of the world – both negatively and positively Show a good understanding of environmental issues and report on ways in which humans have both improved and damaged the environment (e.g. coastal erosion and defences) Debate with confidence their view on environmental issues Explain what a place might be like in the future, taking into account environmental and physical changes that have occurred so far
Geographical Enquiry, Skills and Fieldwork	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence to find answers to their own geographical questions Collect and record evidence unaided Analyse evidence and draw conclusions Begin using 8 point compass points Begin to use 4-figure coordinates to locate features on a map Use OS maps with confidence Compare maps with aerial photographs Select maps for a specific purpose (e.g. pick an atlas to locate a country and an OS map to find a local village) Measure straight-line distance on a map – using a scale Identify specific places and environments	Analyse evidence and draw conclusions, looking at patterns and explaining reasons behind them Use 8-point compass points confidently and accurately Use 4-figure co-ordinates confidently to locate features on a map and begin to use 6-figure grid references Use longitude and latitude confidently Draw a variety of maps based on their own data and begin to draw plans of increasing complexity Recognise and use OS symbols confidently and follow a short route on an OS map Confidently use an atlas to locate places and their features Use scale to measure distances