



Progression skills in **Geography**

A Christian Ethos. A Nurturing Community. A Place to Thrive.



	Year R	Year 1	Year 1	Year 3	Year 4	Year 5	Year 6
Locational knowledge	Through the understanding the world element of the EYFS curriculum	Begin to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Begin to name and locate the world's seven continents and five oceans.	Securely name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Securely name and locate the world's seven continents and five oceans.	Build on prior knowledge of the UK to locate countries and cities of Europe (linked to refugee project) and S. America (sustainability project). Identify position of the Equator and tropics of Cancer and Capricorn. Identify the main characteristics of countries in Europe and S America.	Build on prior knowledge of the UK to locate countries and cities of Europe (linked to refugee project) and S. America (sustainability project). Identify position of the Equator and tropics of Cancer and Capricorn. Identify the main characteristics of countries in Europe and S America.	Build on prior knowledge of the UK to locate countries and cities of Europe (linked to refugee project) and S. America (sustainability project). Identify position of the Equator, tropics of Cancer and Capricorn, S and N hemispheres and Meridian line. Understand time zones. Identify the main characteristics of countries in Europe and S America.	Build on prior knowledge of the UK to locate countries and cities of Europe (linked to refugee project) and S. America (sustainability project). Identify position of the Equator, tropics of Cancer and Capricorn, S and N hemispheres and Meridian line. Understand time zones. Identify the main characteristics of countries in Europe and S America.
Place knowledge		Begin to understand geographical similarities and differences through studying the human and physical geography of a small area of the UK with a non-European country	Understand, with increasing confidence, geographical similarities and differences through studying the human and physical geography of a small area of the UK	Compare the human and physical geography of a region of the UK with a region in Europe and S America (link to refugee unit and sustainability project)	Compare the human and physical geography of a region of the UK with a region in Europe and S America (link to refugee unit and sustainability project)	Compare the human and physical geography of and begin to understand some of the differences and similarities in a region of the UK with a region in Europe and S	Compare the human and physical geography of and begin to understand some of the differences and similarities in a region of the UK with a region in Europe and S

			with a non-European country			America (link to refugee unit and sustainability project)	America (link to refugee unit and sustainability project)
Human and Physical Geography		<p>Identify seasonal and daily weather patterns in the UK – use of outdoor area</p> <p>Locate hot and cold areas of the world in relation to the equator and south and north poles. Begin to use and understand basic vocabulary for human and physical geography (outdoor learning opportunity)</p>	<p>Locate countries and continents with hot and cold areas of the world in relation to the equator and south and north poles. Extend their understanding and amount of basic vocabulary for human and physical geography (outdoor learning opportunity)</p>	<p>Describe and begin to understand key aspects of the physical and human geography linked to projects.</p> <p>Link to science work on rocks and look at location of volcanoes and local soil and rock types (outdoor learning opportunity)</p>	<p>Describe and begin to understand key aspects of the physical and human geography linked to projects.</p> <p>Link to science work on how changing environments can have an effect on animal habitats (outdoor learning opportunity).</p>	<p>Describe understand key aspects of the physical and human geography linked to projects.</p> <p>Link to science work on Water cycle (outdoor learning opportunity).</p>	<p>Describe understand key aspects of the physical and human geography linked to projects.</p> <p>Link to science work on adaption of animal species around the world according to environmental changes.</p>
Geographical skills and Field work	Understanding the world element of EYFS curriculum	<p>Use simple atlases and globes to begin identify the UK, its seas and the seven continents.</p> <p>Follow directions (Up, down, left/right, forwards/backwards) Outdoor learning opportunity</p> <p>Use simple observational skills to identify human and physical geographical features in the school and surrounding area (outdoor learning opportunity)</p>	<p>Use simple atlases and globes to identify the UK, its seas and the seven continents. Follow directions (Up, down, left/right, forwards/backwards) and 4 basic compass directions (outdoor learning opportunity)</p> <p>Use aerial photographs and simple observational skills to identify human and physical geographical features in the school and surrounding area</p>	<p>Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.</p> <p>Begin to make a map of a short route experienced, with features in correct order (outdoor learning opportunity)</p> <p>Begin to use a range of maps and atlases to locate places on larger scale maps</p>	<p>Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently (outdoor learning opportunity - orienteering)</p> <p>Draw a map of a short route experienced, with features in correct order;</p> <p>Begin to use a range of atlases and maps to locate places on</p>	<p>Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map (outdoor learning opportunity - orienteering)</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to use atlases to find out about other features of places. (e.g. find</p>	<p>Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps (outdoor learning opportunity - orienteering)</p> <p>Draw a variety of thematic maps based on their own data.</p>

			<p>(outdoor learning opportunity).</p> <p>Devise own map of the local area or school grounds.</p>	<p>e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p>	<p>larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p>	<p>wettest part of the world)</p>	<p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p>
<p>Specific knowledge</p>	<p>Contrasting places – Eight Ash Green and Brazil, Japan Identifying hot and cold areas linked to where animals can be found (rainforests, deserts, polar regions) Identifying physical and human geography – through maps, pictures and also through observations in fieldwork</p> <p>(see curriculum maps)</p>			<p>Rainforests in the world Climate zones and biomes Distribution of the World's resources Contrasting location with Eight Ash Green and the surrounding area</p> <p>(see curriculum maps)</p>			