



GEOGRAPHY SKILLS PROGRESSION



	People, Culture and Communities ELG	Geographical Development	The Natural World ELG	(science) Natural world	
EYFS	<ul style="list-style-type: none"> 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. 	<p>Communication: Talk about the features of their immediate environment and other places i.e. familiar places and those they have learnt about and the differences between environments.</p> <p>Mapping: Recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc.</p> <p>Fieldwork: Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences.</p> <p>Enquiry: Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about.</p> <p>Use of Technology: Use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places.</p>	<ul style="list-style-type: none"> 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. Understand some important processes and changes in the natural world around them, including the seasons. 	<p>Explore/Observe: Look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.</p> <p>Describe: Talk about what they notice/observe in the natural world, e.g. seasons, weather, etc. Talk about changes they notice and changes over time, based on real experiences or books read to them at home or school.</p> <p>Questioning: Show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons.</p> <p>Explain: Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.</p> <p>Research: Talk to people (visits/visitors/family), think of questions to ask to find out about seasons & processes.</p>	
Breadth of Study	KS1		KS2		
	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
Fieldwork	KS1 N.C. Content		KS2 N.C. Content		
	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 		<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		
	Y1	Y2	Y3	Y4	Y5
	<p>Investigate their locality: school and their surroundings.</p> <p>Make observations about where things are e.g. around school and local area.</p> <p>Express their own views about places and the local area.</p> <p>Draw simple features they observe in the local area.</p> <p>Experience simple scale drawings of the local area.</p>	<p>Investigate their line of enquiry: school and local grounds.</p> <p>Begin to collect and record evidence with modelled support</p> <p>Use simple fieldwork and observational skills to study school and grounds.</p> <p>Attempt to make a simple scale drawing.</p>	<p>Investigate their line of enquiry by comparing places within their study.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons using photos pictures and location.</p> <p>Draw a sketch of a simple feature from an observation or photo.</p> <p>Make a map of a short route experienced with features in correct order.</p>	<p>Investigate their line of enquiry about the wider world using secondary sources to support them.</p> <p>Collect and record evidence.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures & maps.</p> <p>Begin to use a variety of sources of evidence to express views about the school.</p> <p>Begin to use recordings for their investigation.</p> <p>Begin to draw a sketch map from a high view point.</p>	<p>Investigate their line of enquiry about the wider world using comparison skills to draw a conclusion.</p> <p>Collect and record evidence.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life.</p> <p>Use a variety of sources of evidence to express views about the local area.</p> <p>Use sketches as evidence in an investigation in the local area.</p> <p>Use recordings for their investigation.</p> <p>Make a map of a short route experienced with features in correct order.</p>

KS1 N.C. Content		KS2 N.C. Content			
<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 		<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 			
Y1	Y2	Y3	Y4	Y5	Y6
<p>Follow verbal directions including N, S, E & W.</p> <p>Have experience of maps and attempts to make own, real or imaginary.</p> <p>Use own symbols on imaginary map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places.</p> <p>Use NF books, stories, maps, pictures, photos as sources of information.</p> <p>Follow a route on a map using directional language such as near/far/left/right.</p> <p>Have experience of aerial photographs and try to identify known places with support.</p>	<p>Follow a given route on a map using N, S,E,W.</p> <p>Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photograph.</p> <p>Use an infant atlas and globes to locate places.</p> <p>Use large scale maps.</p> <p>Use an infant atlas to locate places.</p> <p>Use NF books, stories, maps, pictures, photos as sources of information.</p> <p>Follow a route on a map using directional language such as near/far/left/right and understand how to use a key.</p>	<p>Begin to use eight compass points to follow or give directions using a known route.</p> <p>Use letters or number grid reference to locate features on a map.</p> <p>Use a junior atlas to locate places and begin to look at OS maps.</p> <p>Use large scale OS maps (approx. scale 1:1000).</p> <p>Use atlases to find out about other features of places e.g. mountains and volcanoes.</p> <p>Use NF books, stories, maps, pictures, photos and internet as sources of information.</p> <p>Follow a route on larger scale maps.</p> <p>Begin to use maps sites on the internet (Google/ Digimaps).</p> <p>Have experience of aerial photographs and identify known places.</p>	<p>Use eight-point compass points with some accuracy when using a map.</p> <p>Begin to use four figure grid reference to locate features on a map.</p> <p>Begin to recognise symbols on a OS map.</p> <p>Use large and medium scale OS map (approx. scale 1:1000/1:25000).</p> <p>Use atlases to find out about other features of places e.g. mountains.</p> <p>Use NF books, stories, maps, pictures, photos and internet as sources of information.</p> <p>Follow a route on larger scale maps.</p> <p>Use maps sites on internet (Google/ Digimaps).</p> <p>Use satellite images and aerial photographs to extend learning within topics.</p>	<p>Use eight-point compass points accurately and applying them into a context when navigating.</p> <p>Use four figure grid reference to locate features on a map, using a key.</p> <p>Recognise and use OS map symbols.</p> <p>Use medium scale land ranger OS maps (approx. scale 1:25000/1:5000.)</p> <p>Use atlases and globes to find out about other features of places e.g. mountains, weather patterns.</p> <p>Begin to use primary and secondary sources of information for evidence</p> <p>Start to follow a short route on an OS map.</p> <p>Use maps sites on internet (Google/ Digimaps).</p> <p>Continue to use satellite images and aerial photographs to extend learning within topic.</p>	<p>Use eight-point compass points confidently and accurately within a practical context when navigating their own route.</p> <p>Begin to use six figure grid reference to locate features on a map, using a key.</p> <p>Recognise and use OS map symbols and describe features shown on a OS map.</p> <p>Draw and use maps and plan in a range of scales.</p> <p>Use atlases to find out about other features of places e.g. mountains, weather patterns.</p> <p>Use primary and secondary sources of information for evidence.</p> <p>Follow a short route on an OS map independently.</p> <p>Use maps sites on internet (Google/ Digimaps).</p> <p>Create maps using aerial photographs and satellite images.</p>

Geographical Skills

	KS1 N.C. Content		KS2 N.C. Content			
	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 		<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 			
	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge of Maps	<p>To be able to make and read a simple plan.</p> <p>To be able to read a map of the UK to identify and locate its countries, capital cities and surrounding seas.</p> <p>To be able to follow a simple map of the local area, with support.</p> <p>Identify and describe where places are in the UK</p> <p>To be able to identify hot and cold parts of the world.</p> <p>Identify where the seven continents are around the world and the five oceans.</p>	<p>To be able to read a map of the UK to identify its countries, capital cities and surrounding seas.</p> <p>To be able to read a map that shows the world's seven continents and five oceans.</p> <p>To be able to follow a simple map of the local area.</p> <p>Identify and describe where the seven continents are around the world.</p>	<p>Read a map of the UK's countries and cities.</p> <p>Read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle.</p> <p>To be able to follow a simple map of the local area, highlighting their route.</p> <p>Complete a study of the local area (Manor Road) linking in the prior knowledge of Geography.</p> <p>Identify and locate the UK's countries and National Parks</p> <p>Study the human and physical geography of a region of the U.K.</p>	<p>Read a map of the countries of Europe.</p> <p>Use a map to highlight tectonic plates.</p> <p>Read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle.</p> <p>Navigate a route using a map of the local area.</p> <p>Complete a study of the local area (Manor Road) linking in the prior knowledge of Geography.</p> <p>Study the human and physical geography of a region in Europe</p>	<p>Locate the countries of Europe.</p> <p>Map area studied in relation to their prior knowledge.</p> <p>Read a map that they study in relation to their areas of interest.</p> <p>Navigate a route of the local area, highlighting their route, noting landmarks that they pass.</p> <p>Complete a study of the local area (Manor Road) linking in the prior knowledge of Geography.</p> <p>Study the human and physical geography of a region of the Americas.</p> <p>Identify the significance of latitude, longitude and time zones (including day and night).</p> <p>Identify the position of the Equator, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Lead their own mapping skills and presenting their finding in their preferred way.</p> <p>Complete a study of the local area (Manor Road) linking in their prior knowledge of geography.</p> <p>Navigate a route of the local area of their choosing, taking into consideration the features and roads of the local area and use their special awareness to explain their decision.</p> <p>Study the human and physical geography of the local area, making connections across other subject areas.</p> <p>Identify the significance of latitude, longitude and time zones (including day and night).</p> <p>Identify the position of the Equator, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).</p>
	Locational Knowledge	<p>Learn names of countries within the United Kingdom.</p> <p>Learn names of cities and surrounding seas in the United Kingdom.</p> <p>Begin to spatially match places e.g. recognise UK on a small scale and larger scale map.</p>	<p>Name and locate the worlds' seven continents and five oceans.</p> <p>Begin to match boundaries (e.g. find the same boundary of a country on different scale maps.) around the world.</p>	<p>Identify the equator, Northern and Southern Hemisphere and the continents that lie within them.</p> <p>Identify key physical characteristics of a region of the UK, identifying topographical features such as mountains and lakes.</p>	<p>Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them.</p>	<p>Identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them.</p> <p>Identify key human and physical characteristics of the UK and how they have changed over time.</p> <p>Identify land use patterns of the UK.</p> <p>Locate and identify key human and physical characteristics of the UK.</p> <p>Identify key topographical features of the UK (e.g. hills, mountains, coasts and rivers).</p>

		KS1 N.C. Content		KS2 N.C. Content			
Place Knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 		<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America. 				
	Y1	Y2	Y3	Y4	Y5	Y6	
	Make simple comparisons between features of different places.	Make simple comparisons between features of different places. Recognise how places are linked to other places in the world. Compare and contrast a small area of the United Kingdom with a small area in a non-European country.	Begin to identify significant places and environments. Identify and describe where places are around the world. Compare and contrast areas within the UK.	Begin to identify significant places and environments. Identify and describe where places are around the world. Compare and contrast areas within the UK and Europe.	Identify significant places and environments. Identify and describe where places are around the world. Compare and contrast areas within the UK and around the world.	Confidently identify significant places and environments. Identify and describe where places are around the world. Compare and contrast areas within other European countries (Not UK).	
Human & Physical Geography	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key human and physical features. 		Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 				
	Y1	Y2	Y3	Y4	Y5	Y6	
	Introduce what is meant by human and physical features. Use appropriate geographical vocabulary related to the topic. Recognise human and physical features in the local area. Recognise how places have become the way they are and how they continue to change. Identify and describe what places are like. Identify seasonal and daily weather patterns in the UK.	Understand and compare the human and physical features of the places that they study. Understand what is meant by human and physical features. Use appropriate geographical vocabulary related to the topic. Recognise human and physical features of non-European countries studied. Identify hot and cold areas of the world in relation to the equator and the North and South Poles.	Apply their knowledge of human and physical features to a place of study, making connections between the feature and its location/purpose. Use appropriate geographical vocabulary related to the topic. Locate the key human and physical characteristics of the Lake District. Use appropriate geographical vocabulary related to the topic. Identify and learn about volcanoes and earthquakes.	Understand how the physical and human features of the world have shaped the world we know. Use appropriate geographical vocabulary related to the topic Recognise and describe key rivers around the world. Recognise how and why people may seek to manage environments sustainably. Discuss the distribution of natural resources including energy.	Understand how the physical and human geography of the local and wider world connect to the decisions made by people in the community/ and world around us. Use appropriate geographical vocabulary related to the topic. Recognise and describe biomes and vegetation belts around the world. Discuss settlements and their environmental impact. Discuss the distribution of natural resources including energy, food, minerals and water.	Understand how the physical and human geography of the world are affected by settlements. Recognise and describe key mountains around the world. Investigate how decisions about places and environments affect the future quality of people's lives. Recognise how people can improve an environment or destroy it. Understand the water cycle Recognise and describe biomes and vegetation belts around the world. Discuss the distribution of natural resources including energy, food, minerals and water.	

	maps	north south east west map plan route atlas	symbol near/far left/right photograph aerial photograph land sea	aerial photograph sketch map locate key symbol landmark perspective	North East North West South East South West 4 figure grid reference OS map scale contour line	Large scale map medium scale map feature symbol compass bearing	Satellite	Navigate 6 figure grid reference contour line scale relief	
Vocabulary	place & location	Hot/cold similar/ different United Kingdom North Sea Irish Sea English Channel North Sea Irish Sea	England Scotland Wales Northern Ireland London Belfast Edinburgh Cardiff	continent Africa Antarctica Asia North America South America Oceania Europe capital Kenya Nairobi	ocean Atlantic Ocean Pacific Ocean Arctic Ocean Indian Ocean Southern Ocean equator North/South Pole	Names of some National Parks names of volcanoes Pacific Ocean "Ring of Fire" equator Northern Hemisphere Southern Hemisphere topographical features Lake District Cumbria (names of other national Parks)	Names of countries studied Tropic of Cancer Tropic of Capricorn topographical features latitude longitude Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic Circle Prime/Greenwich Meridian	names of countries studied topographical features capital city unique feature Ben Nevis Loch Ness The Giant's Causeway The River Thames Snowdonia National Park Mass of land latitude longitude	locality longitude latitude altitude North America South America Africa Ghana Pyrenees Ural Mountains Apennines Baltic Shield European Plain River Seine River Rhine River Danube River Rhone River Volga Mediterranean Black Sea Baltic Sea
	human and physical	compass north south east west near/far left/right human physical city town village factory farm house shop office port harbour	beach cliff coast forest hill mountain sea ocean river valley soil vegetation season spring summer autumn winter weather	human physical city town village factory farm house shop office port harbour game park	beach cliff coast forest hill mountain sea ocean river valley soil vegetation	Types of settlement & land use urban/rural tourist/tourism farming fertile geomorphology: lake/tarn hill/mountain ridge valley glacier waterfall stream/river crust tectonic plate fault line mantle tremor seismic	leisure recreation volcano vent crater core ash eruption lava magma active dormant extinct erosion	rivers flood plain meanders waterfall valley mouth source spring stream erosion deposition abrasion course tributaries delta tourist tourism development trade link economic distribution natural resources energy manufacturing engineering minerals climate pollution	holiday destination political leader anthem landscape meteorological water cycle precipitation atmosphere water vapour surface run-off transpiration condensation climate itinerary passport visa tourist attractions climate zones (tropical/temperate/polar)