



GEOGRAPHY - Progression of Key Skills and Knowledge

EYFS to Year 6

LOCALITIONAL KNOWLEDGE AND PLACE KNOWLEDGE				
EYFS	Year 1	Year 2	End of KS1 Expectations	
<p>I notice things in the place where I am and react to them by commenting.</p> <p>I can start to ask questions.</p> <p>I can respond to questions - like what and where?</p>	<p>I can name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p>	<p>I can name and locate the world's 7 continents and 5 oceans.</p> <p>I understand geog. similarities and differences through studying the human and physical geography of a small area of the UK and contrasting non-European country.</p>	<p>I can name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p> <p>I can name and locate the world's 7 continents and 5 oceans.</p> <p>I understand geog. similarities and differences through studying the human and physical geography of a small area of the UK and contrasting non-European country.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<p>I can name and locate geographical regions of the UK and their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers.</p> <p>I understand how some aspects have changed over time.</p> <p>I can understand geographical similarities and differences of human and physical geography of a region of the UK and in a European country</p>	<p>I can locate the world's countries, using maps to focus on Europe (including Russia): environ-mental regions, key physical or human characteristics, countries and major cities.</p> <p>I know some of the world's countries, focusing on North and/or South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p>	<p>I know some of the world's countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (I also draw on the case study of Europe in lower KS2).</p> <p>I know more about the geographical regions of the UK and their identifying physical and human characteristics, including more cities and detail of the key topographical features including</p>	<p>I can identify the position/ significance of latitude, longitude, equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (incl. day and night).</p> <p>I know more about the geographical regions of the UK and their identifying physical and human characteristics, including more cities and detail of the key topographical features including naming some UK hills, mountains and rivers or types of coasts</p> <p>I can explain how aspects have changed over time.</p>	<p>I know some of the world's countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can name/ locate cities and counties of the UK</p> <p>I know more about the geographical regions of the UK and their identifying physical and human characteristics, including more cities and detail of the key topographical features including naming some UK hills, mountains and rivers or types of coasts</p> <p>I can explain how aspects have changed over time.</p>

		naming some UK hills, mountains and rivers or types of coasts I can explain how aspects have changed over time.		I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (I also draw on the case study of Europe in lower KS2). I can identify the position/significance of latitude, longitude, equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (incl. day and night).
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HUMAN AND PHYSICAL GEOGRAPHY

EYFS	Year 1	Year 2	End of KS1 Expectations	
I can use secondary sources – pictures, photos, stories, films to find out about a place I can tell you what a place is like in simple terms	I can use observational skills and ask and respond to questions. I can identify seasonal/daily weather patterns in the UK I can study the key human and physical features of the surrounding environment of my school	I begin to explain how/ why... I can find information from aerial photographs.	I can use observational skills and ask and respond to questions. I can identify seasonal/daily weather patterns in the UK I can study the key human and physical features of the surrounding environment of my school I begin to explain how/ why... I can find information from aerial photographs.	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
I can describe and under-stand key aspects of: Physical geography, including rivers and mountains. I can identify differences between places. I can communicate geog. information in a variety of ways, including through maps and writing at length.	I can explain volcanoes and earthquakes in simple terms. I can describe and understand key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. I can describe and understand key aspects of: physical and human geography including climate zones,	I can understand processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time I can describe the water cycle using a diagram.	I can provide greater detail of the geographical regions of the UK and their identifying physical and human characteristics. I know location of places of global significance, their defining physical and human characteristics and how they relate to one another I can describe the distribution of natural resources including energy, food, minerals and water in the	I can understand processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time I can provide greater detail of the geographical regions of the UK and their identifying physical and human characteristics.

	biomes and vegetation belts.		continents and countries I have studied. I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.	I can describe and understand key aspects of: physical and human geography including climate zones, biomes and vegetation belts. I can describe in detail types of settlement, land use, economic activity including trade links. I can describe the distribution of natural resources including energy, food, minerals and water in the continents and countries I have studied. I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied. I know location of places of global significance, their defining physical and human characteristics and how they relate to one another
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FIELDWORK

EYFS	Year 1	Year 2	End of KS1 Expectations	
I can use some of my senses to observe places I can identify simple types of buildings and places around me and know their own special features.	I can use simple fieldwork and observational skills to study the geography of my school and its grounds. I use first hand observation to investigate places – the school grounds, the streets around and the local area.	I can complete a chart to express opinions during Fieldwork. I can recognise and record different types of land use, buildings and environments.	I can use simple fieldwork and observational skills to study the geography of my school and its grounds. I can complete a chart to express opinions during Fieldwork. I use first hand observation to investigate places – the school grounds, the streets around and the local area. I can recognise and record different types of land use, buildings and environments.	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
I can investigate the local area, looking at types of shops, services and houses.	I use fieldwork to observe, measure and record some of the human and physical features in the local area	I use fieldwork to observe, measure and record human and physical features in the local area	I use fieldwork to observe, measure and record human and physical features in the local area using a	I use fieldwork to observe, measure and record human and physical features in the local area

<p>I can conduct surveys. I can carry out a simple questionnaire. I am able to use simple equipment to measure and record. I apply mathematical skills in data handling to Geography fieldwork.</p>	<p>physical features in the local area using sketch maps and graphs I am able to use simple equipment to measure and record. I apply mathematical skills in data handling to Geography fieldwork.</p>	<p>using a range of methods, including sketch maps, plans, graphs and digital technologies. I can collect, analyse and communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes.</p>	<p>range of methods, including sketch maps, plans, graphs and digital technologies. I can carry out a focused in depth study, looking at issues/changes in the area. I can imagine how and why area may change in future.</p>	<p>using a range of methods, including sketch maps, plans, graphs and digital technologies. I can collect, analyse and communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes. I can carry out a focused in depth study, looking at issues/changes in the area. I can imagine how and why area may change in future.</p>
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USING GLOBES, MAPS and PLANS

EYFS	Year 1	Year 2	End of KS1 Expectations	
<p>I can play games with globes and maps. I can draw my own simple picture maps and plans with labels of places I know, or imaginary places or stories. I may use my own symbols.</p>	<p>I use world maps, atlases and globes to identify UK and its countries I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>I can identify the countries, continents and oceans studied. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>I use world maps, atlases and globes to identify UK and its countries I can identify the countries, continents and oceans studied. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<p>I can use a globe and maps and some OS symbols on maps to name geographical regions and identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns. I can understand the need for a key. I understand the purpose of maps.</p>	<p>I can locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities. I can understand the need for a key. I understand the purpose of maps. I can use atlases to find places using index/ contents.</p>	<p>I can use 1:10.000 Ordnance Survey maps. I can use a globe and maps and some OS symbols on maps to name and locate counties and cities of the UK. I can locate the world's countries, using maps to focus on North and South America. I can use scale bar on maps. I realise purpose, scale, symbols and style are related.</p>	<p>I can use 1:10.000 and 1:25.000 Ordnance Survey maps. I can use a globe and maps and some OS symbols on maps to name and locate counties and cities of the UK. I can locate the world's countries using maps to focus on Australia. I can use scale bar on maps. I realise purpose, scale, symbols and style are related. I can interpret a range of sources of geographical information, including</p>	<p>I can use 1:10.000 and 1:25.000 Ordnance Survey maps. I can use a globe and maps and some OS symbols on maps to name and locate counties and cities of the UK. I can locate the world's countries, using maps to focus on North and South America and Australia. I can use scale bar on maps. I realise purpose, scale, symbols and style are related.</p>

<p>I can use atlases to find places using index/ contents.</p>		<p>I can interpret a range of sources of geographical information, including maps, globes and aerial photographs. I can use maps, atlases and globes to locate countries and describe features studied.</p>	<p>maps, globes, aerial photographs and Geographical Information Systems (GIS). I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can show the position and significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) using a globe.</p>	<p>I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS). I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can show the position and significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) using a globe.</p>
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MAP WORK SKILLS

EYFS	Year 1	Year 2	End of KS1 Expectations	
<p>I can follow directions – up, down, left and right I may be able to identify local features on aerial photograph. I can draw round objects 1:1 to get plan view</p>	<p>I can follow a route on prepared maps (left/right) and find information. I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. I can make a simple map (e.g. from a story).</p>	<p>I can follow a route on prepared maps (left/right) and find information. I can use simple compass directions (NSEW) I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. I can use and construct basic symbols in a key.</p>	<p>I can follow a route on prepared maps (left/right) and find information. I can use simple compass directions (NSEW) I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. I can make a simple map (e.g. from a story). I can use and construct basic symbols in a key.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<p>I can use the 4 points of a compass. I can use simple grids with letters and numbers and 4-figure coordinates to locate features. I can use and understand Ordnance Survey symbols and keys to build up my knowledge</p>	<p>I can use the 8 points of a compass. I can use simple grids with letters and numbers and 4-figure coordinates to locate features. I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.</p>	<p>I can use Ordnance Survey maps at different scales. I can, draw a detailed sketch map using symbols and a key. I know directions in neighbourhood. I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my</p>	<p>I can use Ordnance Survey maps at different scales. I can, draw a detailed sketch map using symbols and a key. I know directions in neighbourhood. I can align a map with route. I can use the eight points of a compass, symbols and key (including the use of Ordnance</p>	<p>I can use Ordnance Survey maps at different scales. I can, draw a detailed sketch map using symbols and a key. I know directions in neighbourhood. I can align a map with route. I can use the eight points of a compass, symbols and key (including the use of Ordnance</p>

of a local place, the UK and the wider world. I can map evidence from fieldwork e.g. sketch annotated views. I can use plans. I can use aerial photos and satellite images.	I can map evidence from fieldwork e.g. sketch annotated views. I can use plans. I can use aerial photos and satellite images. I can begin to use smaller scale aerial views. I can use oblique aerial views.	knowledge of the United Kingdom. I can understand and use 6 figure grid references to Interpret OS maps.	Survey maps) to show my knowledge of the United Kingdom and the wider world. I can understand and use 6 figure grid references to Interpret OS maps.	Survey maps) to show my knowledge of the United Kingdom and the wider world. I can understand and use 6 figure grid references to Interpret OS maps.
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USE OF BASIC GEOGRAPHICAL VOCABULARY

EYFS	Year 1	Year 2	End of KS1 Expectations	
I know and can use simple geographical vocabulary e.g. near/far up/down, wet, dry. I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house.	I know and can use simple geographical vocabulary e.g. near/far up/down, wet, dry. I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house, address. I am starting to know the terms 'physical and human features'	I use and understand basic geographical specific vocabulary relating to human and physical geography key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) key human features (city, town, village, factory, farm, house, office, port, harbour, shop, address)	I use and understand basic geographical specific vocabulary relating to human and physical geography key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) key human features (city, town, village, factory, farm, house, office, port, harbour, shop, address)	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban, rural, human, physical to describe places or geographical features in different ways.	I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban, rural, human, physical to describe places or geographical features in different ways.	I introduce precise geographical words when describing geographical places, features and processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, region raw material, energy, fuel, power, natural, resource, labour.	I introduce precise geographical words when describing geographical places, features and processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power, natural, resource, labour.	I introduce precise geographical words when describing geographical places, features and processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.