Geography Skills and Knowledge Progression

Strand	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
LOCATIONAL KNOWLEDGE	Identify land and water on a map or globe Making observations about the characteristics of places Know where they live and places around us.	Locate two of the world's seven continents on a world map. Locate two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Show on a map which continent they live in. Locate the four countries of the United Kingdom (UK) on a map of this area. Show on a map which country they live in and locate its capital city.	Locate all the world's seven continents on a world map. Locate the world's five oceans on a world map. Show on a map the oceans nearest the continent they live in. Locate the surrounding seas and oceans of the UK on a map of this area Locate the capital cities of the four countries of the UK on a map of this area. Identify characteristics (both human and physical) of the four capital cities of the UK. Show on a map the city, town or village where they live in relation to their capital city. To know that a capital city is the city where a country's government is located. .	Locate some counties in the UK (local to your school). Locate some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Describe how land use has changed over time changed using examples. Describing how a locality has changed over time, giving examples of both physical and human features. Find the position of the Equator and describe how this impacts our environmental regions. Find lines of latitude and longitude on a globe and explain why these are important. Identify the position of the Tropics of Cancer and Capricorn and their significance. Identify the position of the Northern and Southern hemispheres and explain how they shape our seasons. Use maps to show the distribution of the world's climate zones Identify the position and significance of both the Arctic and Antarctic Circle. Locate some countries in Europe using maps. Locating some major cities of the countries studied. Locate some key physical features in countries studied on a map including significant environmental regions. Locate some key human features in countries studied. Locate where the world's volcanoes are on a map and identifying the 'Ring of Fire'.	Locate countries in Europe, and North and South America using maps. Locating major cities of the countries studied. Locate key physical features in countries studied on a map. Locate key human features in countries studied. Identify significant environmental regions on a map. Use maps to show the distribution of the world's climate zones, biomes and vegetation belts. Locate the world's most significant mountain ranges on a world map and identify any patterns. Locate some of the world's most significant rivers and identify any patterns. Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explain its significance. Use longitude and latitude when referencing location in an atlas or on a globe.
PLACE KNOWLEDGE	Discuss how environments in stories and images are different to the environment they live in. To know that places within this country can differ from each other. To know that there are differences between places in this country and places in other countries.!	Name some key similarities between their local area and a small area of a contrasting non-European country. Name some key differences between their local area and a small area of a contrasting non-European country. To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.	Describe and begin to explain some key similarities between their local area and a small area of a contrasting non-European country. Describe and begin to explain some key differences between their local area and a small area of a contrasting non-European country. Describe what physical features may occur in a hot place in comparison to a cold place.	Describe and begin to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discuss how climates have an impact on trade, land use and settlement. Explain what measures humans have taken in order to adapt to survive in cold places. Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK. Use maps to explore wider trading routes and where our food comes from.	Describe and explain differences between environmental regions studied. Talk about and describe a range of cities and countries around the world Explain how and why humans have responded in different ways to their local environments in contrasting regions. Understand how climates impact, land use and settlement. Explain how humans have used different environments.
HUMAN and PHYSICAL GEOGRAPHY	Observe weather across the seasons. Observe and discussing the effect the changing seasons have on the world around them. Begin to use the names of the seasons in the correct context. Make observations about the features of places (in stories, photographs or in the school grounds/local area. To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	Describe how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently use the vocabulary 'season' and 'weather'. To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. Recognise some physical features in their locality. To know that physical features means any feature of an area that is on the Earth naturally. Recognise some human features in their locality. To know that human features means any feature of an area that was made or built by humans. To know the key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river. To know some key human features: city, town, village, farm, house, shop etc.	Locate some hot and cold areas of the world on a world map. Locate the Equator and North and South Poles on a world map. Locate hot and cold areas of the world in relation to the Equator and the North and South poles. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. Describe the key physical features of a coast using subject specific vocabulary To know that coasts (and other physical features) change over time. To know some key physical features of the UK. Describe and understanding the differences between a city, town and village. Describe the key human features of a coastal town using subject specific vocabulary. To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK.	Map and label the climate zones on a world map. Understand some of the causes of climate change. Describe why volcanoes and earthquakes occur. Describe where volcanoes, earthquakes are located globally. Describe and explain how physical features such as rivers, , volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describe and understanding types of settlement and land use. To understand that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. Understand UK grows food locally and imports food from other countries. Explain why a settlement and community has grown in a particular location. Explain why different locations have different human features. Explain why people might prefer to live in an urban or rural place. Describe how humans can impact the environment both positively and negatively, using examples	Describe and understand the key aspects of the six land biomes. Describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Give examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. Identify an increasing range of physical processes, e.g. rivers, water cycle, mountains, biomes, Describe where mountains are located globally. Describe and explaining how physical features such as rivers and mountains, have had an impact upon the surrounding landscape and communities. Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water. Give simple explanations for the locationof human and physical features within a locality. Describe the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognise the geographical issues affecting people in different places and environments. Describe and explain how humans can impact the environment both positively and negatively, using examples.

GEOGRAPHICAL SKILLS AND FIELDWORK	Ask questions about the world around them. Comment on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Draw some of the features they notice in their school and school grounds. Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Begin to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Begin to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.	Use an atlas to locate the UK. Using a map of the UK to locate the four countries. Begin to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's seven continents Using an atlas to locate the Atlantic Ocean and Pacific Ocean. Use directional language to describe the location of objects in the classroom and playground. Use directional language to describe features on a map in relation to other features (real or imaginary). Respond to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Recognise local landmarks on aerial photographs. Recognise basic human features on aerial photographs. Recognise basic physical features on aerial photographs. Draw freehand maps (of real or imaginary places) using simple pictures or symbols. Draw a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Add labels to sketch maps. Usie simple picture maps and plans to move around the school.	Recognise why maps need a title. Use an atlas to locate the four capital cities of the UK. Use a world map, globe and atlas to locate all the world's seven continents. Use a world map, globe and atlas to locate the world's five oceans. Use locational language and the compass points (N, S, E, W) to describe the location of features on a map. Use locational language and the compass points (N, S, E, W) to describe the route on a map. Use locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Use a map to follow a prepared route. Recognise landmarks of a city studied on aerial photographs and plan perspectives. Recognise human features on aerial photographs and plan perspectives. Recognise physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Begin to draw objects to scale (e.g show the school playground is smaller than the school or school field). Use an aerial photograph to draw a simple sketch map using basic symbols for a key. Carry out a small local survey, e.g. traffic, litter, land use.	Ask and respond to simple geographical questions. Take part in simple fieldwork using simpleequipment, e.g. compass, map, camera etc. Use world maps, atlases and globes and digital/computer mapping to locate towns/cities in the UK. Begin to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Follow a route on an OS map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass Make and use a simple route on a map. Label some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. To know what a questionnaire and an interview are. To begin to understand quantitative data involves numerical facts and figures and that qualitative data involves opinions, thoughts and feelings and is often subjective. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know what a bar chart, pictogram and table are and when to use which one best to represent data.	Respond to challenging geographical questions by planning a range of tasks in order to find the answers. Use a range of equipment and maps to conduct fieldwork tasks. Communicate findings using geographical terms, Present findings and statistical information in a range of different ways e.g. line graphs and pie charts. To understand that a pie chart can represent a fraction or percentage of a whole set of data. To know a line graph can represent variables over time. Present reasoned conclusions when presenting my findings. To realise that contours on a map show height and slope. To understand that quantitative data involves numerical facts and figures and is often objective To understand that qualitative data involves qualities, characteristics and is largely opinion based and subjective.