

Geography – Progression of Skills

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Locational and place knowledge</p>	<p>To understand where they live.</p> <p>To investigate the school and its grounds</p>	<p>Can locate the equator and north and south poles</p> <p>Can make predictions about the hottest and coldest parts of the world</p>	<p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Understands that a map and a globe relate to the same thing</p>	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p>	<p>To locate the countries in Europe and the major cities. Focus is given to a European city, concentrating on the environmental regions, key physical and human characteristics.</p>	<p>To locate the world's countries, concentrating on their key physical characteristics, countries, and major cities.</p> <p>To begin to 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)</p> <p>To understand geographical similarities and differences through the study of major rivers around the world and the River Thames.</p>	<p>To 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.</p> <p>To locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To 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</p>

							Meridian and time zones (including day and night)
Human & physical Geography	<p>To begin to identify Seasonal and daily Weather conditions within the local area.</p> <p>To use simple language to describe the local environment.</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>An introduction to using basic geographical vocabulary to refer to the physical features relating to the seasons, the weather, & both the physical and human features of the local area</p> <p>Can explain how the local area is affected by pollution (eg: litter) and the changes that are happening</p>	<p>Can compare and contrast the physical features of one UK place and one place outside of Europe</p> <p>Can compare and contrast the human features of one UK place and one place outside of Europe</p> <p>Use geographical language to describe the features of a locality (eg: city, beach, harbour, countryside)</p> <p>Can suggest ways of improving the local countryside</p>	<p>To begin to describe and understand key aspects of: physical geography including rivers and the water cycle, biomes, floods and droughts and sustainability. (to be re-visited in Y6)</p> <p>To begin to describe and understand aspects of human geography including: how technology facilitates local, national and global links and connections.</p>	<p>To describe and understand key Physical processes, including the formation of mountains, volcanoes and earthquakes.</p> <p>To describe and understand aspects of human geography including types of settlement and land use.</p>	<p>To describe, understand and explain key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>To describe, understand and explain key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and revisit the water cycle (revisited from Y3)</p> <p>To describe, understand and explain key aspects of 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</p>
Geographical skills – Maps, the atlas and globe	<p>To be introduced to maps, and globes and Google Earth and understand their purpose through topic based learning activities.</p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To be introduced to the continents of the world</p>	<p>To use world maps, atlases and globes to identify all the 7 continents and 5 oceans.</p> <p>Can name the countries and capital cities of the UK and surrounding seas</p>	<p>To use map symbols and keys to locate information.</p> <p>To use maps, atlases and globes to compare different countries.</p>	<p>To use maps, atlases and globes to locate countries and describe features studied.</p> <p>To use ordnance survey maps.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>To use maps, plans, graphs and digital technology to observe, measure and record the human and physical features in the local area.</p> <p>Can produce accurate scaled maps</p>
Geographical skills –	<p>To begin to use directional and positional language:</p>	<p>To be introduced to using basic symbols & describing simple</p>	<p>To use aerial photographs and plan perspectives to</p>	<p>To use the eight points of a compass.</p>	<p>To use the eight points of a compass to describe the</p>	<p>To use four and six-figure grid references</p>	<p>To select and give reasons for which method they would</p>

<p>Using the compass & grid references</p>	<p>left, right, forwards, backwards, straight on</p>	<p>features in their own map of SAVS</p> <p>to use simple locational language including in front of, behind, next to</p>	<p>recognise landmarks, basic human & physical features.</p> <p>To help devise a simple map and to use basic symbols in a key for their own maps of their routes to school.</p> <p>To use simple compass directions (North, South, East and West).</p>		<p>location of features and routes on a map.</p>	<p>to build their knowledge of the United Kingdom and the wider world.</p>	<p>help them in certain tasks to help build their knowledge of the United Kingdom and the wider world.</p>
<p>Fieldwork</p>	<p>To investigate and explore the school environment.</p>	<p>Can name and describe common features of the home and school environments from first hand observations (eg: playground, garden)</p>	<p>To use simple fieldwork to identify and the key human and physical features of the local environment in Maidenhead and the local area.</p>	<p>To use fieldwork to observe and measure the human and physical features of the local environment.</p>	<p>To use fieldwork to observe, measure and record the human and physical features in the local environment.</p>	<p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</p>	<p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. To present their findings.</p>