



Geography Skills Progression Document

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge		<p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps 	<p>NC objectives:</p> <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 		<p>NC objectives:</p> <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) 			
	Autumn	<ul style="list-style-type: none"> Know where they live and describe their immediate environment using their experiences to inform their descriptions 		<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans 		<ul style="list-style-type: none"> On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions with a focus on North and South America 	<ul style="list-style-type: none"> Understand the countries that make up the region of Europe, the difference between "European Union" and the geographical region of Europe Describe similarities and differences between the UK and some of the European countries. Compare a region in the UK with a region of a European country 	<ul style="list-style-type: none"> Name and locate geographical regions of the UK identifying physical characteristics (water related) Understand geographical similarities and differences through the study of human and physical geography (water scarcity) Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time
	Spring		<ul style="list-style-type: none"> Name the 4 countries that make up the UK Name the capital cities of the UK Locate the countries of the UK on a map 				<ul style="list-style-type: none"> Locate China on a map, with reference to latitude, longitude and grid references. Locate the Greenwich meridian and how this relates to different time zones around the world and within China. Understand how the region studied has changed its land use patterns over time- development of urban areas in China Understand the distribution of resources throughout the region studied and to the wider world 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Describe and understand key aspects of human geography Locate the world's countries concentrating on their environmental regions, key physical and human characteristics and major cities with a specific focus on Mexico
	Summer				<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn 	<ul style="list-style-type: none"> Use maps to name counties and major UK cities and compare their human and physical features (rivers and mountains) using appropriate vocabulary History Link - Use maps and other sources to show how land use has changed over time 		



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Place Knowledge		<p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> • 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>NC objectives:</p> <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 	<p>NC objectives:</p> <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 within North or South America 				
	Autumn	<ul style="list-style-type: none"> • Know about different countries in the world based on their observations, discussions, stories, non-fiction texts and maps and talk about differences between these countries • Develop positive attitudes about the differences between people 		<ul style="list-style-type: none"> • Compare a small area of the UK and a contrasting non-European country which has a different climate, focussing on the human and physical geography of each place 		<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region within North America 	<ul style="list-style-type: none"> • Compare a region in the UK with a region of a European country focussing on the human and physical geography of each place. 	
	Spring	<ul style="list-style-type: none"> • Recognise some environments and communities are different from the one in which they live • Know about different countries in the world and talk about their differences 	<ul style="list-style-type: none"> • Identify the North and South Poles and the Equator • Compare hot regions and cold regions and identify some countries that belong to those regions • Compare a small area of the UK to a country with a hotter or cooler climate 					<ul style="list-style-type: none"> • To know and understand as well as explain geographical similarities and differences through the study of physical geography of a region of the United Kingdom and Mexico
	Summer				<ul style="list-style-type: none"> • Understand geographical similarities and differences between Brazil (Amazon Rainforest and the Amazon River) and a region of the UK 			



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Human and Physical Geography		Understanding the World: The Natural World <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 		NC objectives: <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 physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		NC objectives: 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 			
		Autumn		<ul style="list-style-type: none"> • Name and describe common features of their home & school environments using the correct vocabulary (e.g. playground, garden, kitchen, classroom) 	<ul style="list-style-type: none"> • Compare climates of different parts of the world relating to the Equator and the North and South Pole • Can compare and contrast the human and physical features of one UK locality and one outside of Europe using appropriate vocabulary 		<ul style="list-style-type: none"> • Describe and understand physical geography, including: climate zones, biomes, key rivers and mountains within the USA • Describe and understand 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 within the USA • Understand the diversity of places, people, resources and natural and human environments in the USA 	<ul style="list-style-type: none"> • Describe different bodies of water • Describe and understand key aspects of the distribution water • Describe and understand key aspects of physical geography (water cycle and coral reefs) 	
		Spring	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them • Compare woodland environments to other environments they are familiar with using appropriate vocabulary 	<ul style="list-style-type: none"> • Use maps to locate hot and cold regions of the world in relation to the equator and identify some countries that belong in those regions • Use vocabulary to describe weather patterns correctly (Science link) • Describe weather patterns throughout the year and describe different seasons (Science link) • Use field work skills to identify weather patterns (Science link) 		<ul style="list-style-type: none"> • Understand and describe how physical activity such as volcanoes and earthquakes have impacted and or changed physical and human characteristics of a place in the world • Describe the features and climate of a volcanic area and the impact it has on natural resources and tourism • Understand and describe how volcanoes and earthquakes are formed – link to scientific study on 'Rocks', including the "Ring of Fire" • Understand trade links between countries studied and the UK and the distribution of natural resources in the regions studied. • Understand how food is exported from countries to Britain 	<ul style="list-style-type: none"> • Local Study - Explore settlements and land use at a Crawley/local level • Understand and describe how human features in our locality have changed over time and why. 	<ul style="list-style-type: none"> • Understand and describe how the development of urban areas in China has impacted land use • Understand the distribution of resources and trade links throughout China and to the wider world • Explore settlements in China including rural and 	<ul style="list-style-type: none"> • Describe and understand key aspects of biomes and vegetation belts.
		Summer	<ul style="list-style-type: none"> • Compare different environments with a focus on oceans 	<ul style="list-style-type: none"> • Use basic geographic vocabulary to compare urban and coastal areas 	<ul style="list-style-type: none"> • Use geographical language to describe the features of a location (e.g. city, beach, harbour, countryside) (Science Link) 	<ul style="list-style-type: none"> • Describe and understand features of a rainforest using appropriate vocabulary • Study biomes of the Amazon Rainforest. 			

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Geographical skills and fieldwork		<p>Understanding the World: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps • 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>NC Objectives:</p> <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 		<p>NC Objectives:</p> <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 • 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 		
	Autumn	<ul style="list-style-type: none"> • Draw a simple picture map and label features • Begin to understand a map as an (aerial) view 	<ul style="list-style-type: none"> • Use simple compass directions and directional language to plan routes on a map of our school • Use simple compass directions (North, South, East and West) to describe the location of features on a world map • Identifying continents and oceans on a world map • Understand that a map and a globe show the same thing. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in Tremors unit. • Map the volcanic areas of the world including countries and Northern and Southern hemisphere 	<ul style="list-style-type: none"> • Locate the world's countries using a range of geographical sources including atlases, globes, digital/computer mapping and aerial/satellite images with a focus on North and South America concentration on their environmental regions, key physical and human characteristics, countries and major cities 	<ul style="list-style-type: none"> • Use a globe and map, including longitude and latitude, to locate countries in Europe and physical features of Europe 	<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 – Tilgate/Goffs Park • Use maps, atlases, globes and digital/computer mapping to name and locate the key topographical features of the Galapagos islands including the coast, features of erosion, hills and mountains and understand how the features have changed over time 	
	Spring	<ul style="list-style-type: none"> • To draw information from a simple map using Google maps 	<ul style="list-style-type: none"> • Locate the countries of the UK on a map • Use maps to locate areas of the world • Locate areas of hot and cold climates on a map • Identify the North and South Poles and the Equator on a world map 		<ul style="list-style-type: none"> • Locate countries using global maps, including grid references, to compare settlement and land use in countries studied to the UK 	<ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features our local area (Crawley) over time using a range of methods including sketch maps, plans and graphs, and digital technologies 	<ul style="list-style-type: none"> • Read and understand compasses, map symbols and keys • Use maps to understand changing land use over time in China • Locate China on a map, with reference to latitude, longitude and grid references. • Locate the Greenwich Meridian and understand how this relates to different time zones around the world and within China 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate Mexico and describe the features studied including Mexico's environmental regions, key physical and human characteristics and major cities
	Summer	<ul style="list-style-type: none"> • To draw information from a simple map using (Maths Link) • To observe and draw nature 			<ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn on a map • Identify areas of Rainforest on a global map, with a focus on the Amazon Rainforest in particular using four-figure grid references, a key and symbols accurately. 	<ul style="list-style-type: none"> • Use maps and other sources to show how land use has changed over time in the UK • Use compass points and four-figure grid references to locate counties and cities on a map of the UK 		<ul style="list-style-type: none"> • 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 • Show the areas of the world involved in WW2 – Axis/Allied countries and Occupied Areas



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