

Skills Progression: Geography

EYFS

Understanding of the World - Nursery

- Talk about what they see, using a wide vocabulary
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Understanding of the World - Reception

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

People, Culture and Communities - Early Learning Goals

- 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, nonfiction texts and (when appropriate) maps.



YEAR 1

Place & Location

- PL1 Know that there are five main oceans of the world.
- PL2 Name the four countries of the UK.

Human & Physical

- HP1 Identify hot and cold areas of the world.
- HP2 Understand main types of weather.
- HP3 Name the four seasons.
- HP4 Identify key buildings in a town.

Map Skills & Fieldwork

- SF1 Use directional language (near, far, up, down, left, right) and simple compass directions (North and South).
- SF2 Use a simple picture map.
- SF3 Draw and label basic maps (symbols and pictures).
- SF4 Collect basic counts of data.
- SF5 Use observational skills.



YEAR 2

Place & Location

- PL1 Name the seven continents and five oceans of the world.
- PL2 Name the UK capital cities and locate them on a map.

Human & Physical

- HP1 Identify the features of coastal areas.
- HP2 Understand the reason for the location of key human features (e.g. ports, farms).
- HP3 Make basic comparisons between places.

Map Skills & Fieldwork

- SF1 Use simple compass directions (North, South, East, West).
- SF2 Follow a route on a map.
- SF3 Draw or make a simple map of real or imaginary places.
- SF4 Use and construct basic symbols in a key.
- SF5 Carry out a basic survey of the school or local area.
- SF6 Collect data from a tally survey.

Skills Progression: Geography

YEAR 3

Place & Location

- PL1 Identify food-producing countries using an atlas.
- PL2 Identify major rivers of the UK.

Human & Physical

- HP1 Begin to make more meaningful comparisons between places (e.g. based on climate).
- HP2 Understand how food is produced in different parts of the world and traded between countries.
- HP3 Label and understand the main elements of the water cycle (introduction).
- HP4 Understand the key features of volcanos and earthquakes and begin to understand why they are formed/happen.

Map Skills & Fieldwork

- SF1 Identify eight points on a compass (introducing NE, SE, SW, NW).
- SF2 Use a compass and letter/number co-ordinates to identify features on a map.
- SF3 Follow a route on a map with some accuracy.
- SF4 Make a map of a short route.
- SF5 Use standard symbols in a key.
- SF6 Ask geographical questions.
- SF7 Record findings from fieldtrips.



YEAR 4

Place & Location

- PL1 Understand that the USA is made up of 50 states.
- PL2 Identify countries from which people invaded the UK.
- PL3 Recognise the equator, tropics and lines of longitude and latitude on a globe/map.
- PL4 Identify the main mountain ranges of the world.

Human & Physical

- HP1 Make comparisons between mountainous regions of the world and between the geography at different altitudes.
- HP2 Label and understand the main elements of the water cycle (focus on changing states of matter - science link).
- HP3 Identify how land-use has changed over history - comparing native inhabitant use with modern day use.

Map Skills & Fieldwork

- SF1 Secure knowledge of the 8-point compass.
- SF2 Begin to use 4-figure grid references to identify features on a map.
- SF3 Follow a route on a large scale map.
- SF4 Draw a sketch map from a high viewpoint.
- SF5 Recognise and use OS map symbols and understand importance of a key.
- SF6 Present findings from fieldwork in a variety of ways.

Skills Progression: Geography

YEAR 5

Place & Location

- PL1 Identify places of recreational/tourist interest on a world map.
- PL2 Locate Egypt on a World Map and identify its position on the African continent.
- PL3 Understand that the UK is split into counties, and identify key characteristics of some counties.
- PL4 Understand that countries of the world are split into time zones and the differences between seasons and day/night.

Human & Physical

- HP1 Understand how towns were developed due to particular industries.
- HP2 Recognise the importance of the River Nile to the development of the ancient Egyptian society and its wealth and make comparisons between its use then and today.
- HP3 Consider how historical sites of interest (e.g. Pyramids of Giza) impact on modern tourism and the positive/negative impacts.
- HP4 Be introduced to the importance, role and features of biomes, climate zones and vegetation belts.

Map Skills & Fieldwork

- SF1 Confidently use the 8 point compass and begin to use 6 figure grid references.
- SF2 Compare maps with aerial photographs.
- SF3 Draw a sketch map using symbols and a key.
- SF4 Use and recognise OS map symbols regularly.
- SF5 Use a database and graphs to organise and display data from fieldwork.



YEAR 6

Place & Location

- PL1 Be able to locate urban and rural areas of the UK and relate them to the context of wartime Britain.
- PL2 Identify key countries in Europe on a map and understand how they have changed in time (esp. in WW2 context).
- PL3 Identify countries in the Americas (particularly from scientific expeditions).
- PL4 Know the difference between the Arctic and Antarctic regions and be able to identify countries in the Arctic circle.
- PL5 Consolidate learning on time zones (inc. prime/Greenwich meridian) and N/S hemispheres.

Human & Physical

- HP1 Develop understanding of biomes, climate zones and glaciers through the study of polar regions.
- HP2 Make comparisons to Inuit settlements and consider the difficulties of human settlement in Antarctica.
- HP3 Understand the importance of UK geography, and why certain areas were targeted by bombing raids, in WW2.

Map Skills & Fieldwork

- SF1 Use the 8 point compass and 6 figure grid reference confidently and accurately.
- SF2 Follow a short route on a OS map.
- SF3 Draw maps and plans of increasing complexity.
- SF4 Begin to use and recognise atlas symbols.
- SF5 Evaluate the quality of fieldwork evidence collected and suggest improvements.