Geography Progression of Skills

Locational knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identifying land and water on a map or globe.	Locating two of the world's seven continents on a world map. Europe and Asia	Locating all the world's seven continents on a world map.	Locating some countries in Europe and North and South America using maps.	Locating some countries in Europe and North and South America using maps.	Locating some countries in Europe (Germany, Italy, France, Austria, Switzerland, Liechenstein, Slovenia, Monaco) and North (United States of America) and South America using maps.	Locating more countries in Europe (Bulgaria) and North and South America using maps. Greenland, Canada,
Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.	Locating the world's five oceans on a world map.	Locating some major cities of the countries studied. New Delhi	Locating some major cities of the countries studied.	Locating major cities of the countries studied (Germany, Italy, France, Austria, Switzerland, Liechenstein Slovenia and Monaco) .	Locating major cities of the countries studied.
	Showing on a map which continent they live in.	Showing on a map the oceans nearest the continent they live in.	Locating key physical features in countries studied including significant environmental regions.	Locating key physical features in countries studied including significant environmental regions.	Locating some key physical features in countries studied on a map.	Locating some key physical features in countries studied on a map.
	Locating the four countries of the United Kingdom	Locating the surrounding seas and oceans of the	Locating some key human features in countries studied.	Locating some key human features in countries studied.	Locating key human features in countries studied.	Locating key human features in countries studied.

	(UK) on a map of this area.	UK on a map of this area.				
	Showing on a map which country they live in and locating its capital city.	Confidently locating the capital cities of the four countries of the UK on a map of this area.	Locating the world's most significant mountain ranges on a map and identifying any patterns.	Locating the world's most significant mountain ranges on a map and identifying any patterns.	Identifying significant environmental regions on a map. Great Barrier Reef	Identifying significant environmental regions on a map. USA and UK in relation to energy
		Identifying characteristics (both human and physical) of the four capital cities of the UK.	Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.		Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.	
		Showing on a map the city, town or village where they live in relation to their capital city.		Locating some of the world's most significant rivers and identifying any patterns.		Locating counties in the UK.
			Locating some counties in the UK	Locating some counties in the UK (local to your school).		Locating many cities in the UK.
			Locating some cities in the UK 4 capital cities of UK	Locating some cities in the UK (local to your school).	Locating the twelve geographical regions of the UK.	Locating the twelve geographical regions of the UK.
			Beginning to locate the twelve geographical regions of the UK.	Beginning to locate the twelve geographical regions of the UK.	Identifying key physical and human characteristics of the geographical regions in the UK.	Identifying key physical and human characteristics of the geographical regions in the UK.

			Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.	Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.	Understanding how land use has changed over time using examples.	Understanding how land use has changed over time using examples.
			Identifying how topographical features studied have changed over time using examples.	Identifying how topographical features studied have changed over time using examples.	Explaining why a locality has changed over time, giving examples of both physical and human features.	Explaining why a locality has changed over time, giving examples of both physical and human features.
			Describing how a locality has changed over time, giving examples of both physical and human features.	Describing how a locality has changed over time, giving examples of both physical and human features.		Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.
			Finding the position of the Equator and describing how this impacts our environmental regions.	Finding the position of the Equator and describing how this impacts our environmental regions.	Using longitude and latitude when referencing location in an atlas or on a globe.	Using longitude and latitude when referencing location in an atlas or on a globe.
			Finding lines of latitude and longitude on a globe and explaining why these are important.	Finding lines of latitude and longitude on a globe and explaining why these are important.		

			Identifying the position of the Tropics of Cancer and Capricorn and their significance.	Identifying the position of the Tropics of Cancer and Capricorn and their significance.		
			Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.	Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.		
			Identifying the position and significance of both the Arctic and Antarctic Circle.			

Geography Progression of Skills

Place knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discussing how environments in stories and images are different to the environment they live in.	Naming some key similarities between their local area and a small area of a contrasting non-European country. Shanghai - China	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Kenya	Describing and beginning to explain similarities between two regions studied. Antarctica and UK	Describing and beginning to explain similarities between two regions studied.	Describing and explaining similarities between two environmental regions studied.	Describing and explaining similarities between two environmental regions studied.
		Describing what physical features may occur in a hot place in comparison to a cold place. North and south poles compared to Kenya.	Describing how and why humans have responded in different ways to their local environments. Local study	Describing how and why humans have responded in different ways to their local environments.	Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.	Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
			Discussing climates and their impact on trade, land use and settlement.	Discussing climates and their impact on trade, land use and settlement.	Understanding how climates impact on trade, land use and settlement.	Understanding how climates impact on trade, land use and settlement.
			Explaining what measures humans have taken in order to adapt to survive in cold places.	Explaining what measures humans have taken in order to adapt to survive in cold places.	Explaining how humans have used desert environments.	Explaining how humans have used desert environments.
			Describing and explaining how	Describing and explaining how	Using maps to explore wider	Using maps to explore wider

			people who live in a contrasting physical area may have different lives to people in the UK. New Delhi	people who live in a contrasting physical area may have different lives to people in the UK. Amazon Rainforest	global trading routes.	global trading routes.

Geography Progression of Skills

Human and physical geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observing weather across the seasons.	Describing how the weather changes with each season in the UK.	Locating some hot and cold areas of the world on a world map.		Mapping and labelling the six biomes on a world map.	Describing and understanding the key aspects of the six biomes.	Describing and understanding the key aspects of the six biomes.
Observing and discussing the effect the changing seasons have on the world around them.	Describing the daily weather patterns in their locality. Creating weather diaries.	Locating the Equator and North and South Poles on a world map.	Understanding some of the causes of climate change.	Understanding some of the causes of climate change.	Describing and understanding the key aspects of the six climate zones.	Describing and understanding the key aspects of the six climate zones.
Beginning to use the names of the seasons in the correct context.	Confidently using the vocabulary 'season' and 'weather'.	Locating hot and cold areas of the world in relation to the Equator and the North and South poles.	Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.	Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.	Understanding some of the impacts and causes of climate change.	Understanding some of the impacts and causes of climate change.
Making observations about the features of places (in stories, photographs or in the school grounds/local area).	Recognising some physical features in their locality. Faversham Creek The Swale Nature Reserves	Describing the key physical features of a coast using subject specific vocabulary.	Describing where volcanoes, earthquakes and mountains are located globally.	Describing where volcanoes, earthquakes and mountains are located globally.	Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.	Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
Making observations about the characteristics of places (in stories,	Recognising some human features in their locality. Shops Houses	Describing and understanding the differences between a city, town and village.	Describing and explaining how physical features such as rivers, mountains,	Describing and explaining how physical features such as rivers, mountains,	Giving examples of alternative viewpoints and solutions used in regards to an	Giving examples of alternative viewpoints and solutions used in regards to an

photographs or in the school grounds/local area).	Schools Roads Play parks		volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	environmental issue and explaining how this links to climate change.	environmental issue and explaining how this links to climate change.
		Describing the key human features of a coastal town using subject specific vocabulary.		Describing how humans use water in a variety of ways.	Describing and understanding economic activity, including trade links.	Describing and understanding economic activity, including trade links.
			Describing and understanding types of settlement and land use. Faversham and New Delhi	Describing and understanding types of settlement and land use.	Suggesting reasons why the global population has grown significantly in the last 70 years.	Suggesting reasons why the global population has grown significantly in the last 70 years.
			Explaining why a settlement and community has grown in a particular location.	Explaining why a settlement and community has grown in a particular location.	Describing the 'push' and 'pull' factors that people may consider when migrating.	Describing the 'push' and 'pull' factors that people may consider when migrating.
			Explaining why different locations have different human features.	Explaining why different locations have different human features.	Understanding the distribution of natural resources both globally and within a specific region or country studied.	Understanding the distribution of natural resources both globally and within a specific region or country studied.
			Explaining why people might prefer	Explaining why people might prefer	Recognising geographical issues affecting	Recognising geographical issues affecting people in

			to live in an urban or rural place.	to live in an urban or rural place.	people in different places and environments.	different places and environments.
			Describing how humans can impact the environment both positively and negatively, using examples.	Describing how humans can impact the environment both positively and negatively, using examples.	Describing and explaining how humans can impact the environment both positively and negatively, using examples.	Describing and explaining how humans can impact the environment both positively and negatively, using examples.

Geography Progression of Skills

Geographical skills and fieldwork

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask questions about the world around them.	Using an atlas to locate the UK.	Recognising why maps need a title.	Beginning to use maps at more than one scale.	Beginning to use maps at more than one scale.	Confidently using and understanding maps at more than one scale.	Confidently using and understanding maps at more than one scale
Commenting on the features they see in their school and school grounds.	Using an atlas to locate the four countries in the UK.	Using an atlas to locate the four capital cities of the UK.	Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.	Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.	Using atlases, maps, globes and digital mapping to locate countries studied.	Using atlases, maps, globes and digital mapping to locate countries studied.
Answering simple questions, guided by the teacher.	Using a world map and globe to locate two of the world's seven continents (Europe and Asia).	Using a world map, globe and atlas to locate all the world's seven continents on a world map.	Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.	Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.	Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.	Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
Representing some of the features they notice in their school and school grounds.	Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.	Using a world map, globe and atlas to locate the world's five oceans.	Using the scale bar on a map to estimate distances.	Using the scale bar on a map to estimate distances.	Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).	Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
Expressing their likes and dislikes about a specific	Using directional language to describe the	Using locational language and the compass points	Finding countries and features of countries in an	Finding countries and features of countries in an	Using the scale bar on a map to calculate distances.	Using the scale bar on a map to calculate distances.

place and its features, beginning to explain their reasoning.	location of objects in the classroom and playground.	(N, S, E, W) to describe the location of features on a map.	atlas using contents and index.	atlas using contents and index.		
Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.	Using directional language to describe features on a map in relation to other features (real or imaginary).	Using locational language and the compass points (N, S, E, W) to describe the route on a map.	Zooming in and out of a digital map.	Zooming in and out of a digital map.	Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.	Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
Beginning to use modelled directional vocabulary when describing features in the surrounding environment.	Responding to instructions using directional language to follow routes.	Using a map to follow a prepared route.	Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.	Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.	Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
Recognising features on maps (real or imaginary).	Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.	Recognising landmarks of a city studied on aerial photographs and plan perspectives.	Accurately using 4-figure grid references to locate features on a map in regions studied.	Accurately using 4-figure grid references to locate features on a map in regions studied.	Beginning to use thematic maps to recognise and describe human and physical features studied.	Beginning to use thematic maps to recognise and describe human and physical features studied.
Creating real or imaginary maps even if features are indistinguishable.	Recognising local landmarks on aerial photographs.	Recognising human features on aerial photographs and plan perspectives.	Beginning to locate features using the 8 points of a compass.	Beginning to locate features using the 8 points of a compass.	Using models and maps to talk about contours and slopes.	Using models and maps to talk about contours and slopes.
	Recognising basic human features on aerial photographs.	Recognising physical features on aerial photographs and plan perspectives.	Using a simple key on their own map to show an example of both	Using a simple key on their own map to show an example of both	Selecting a map for a specific purpose.	Selecting a map for a specific purpose.

			physical and human features.	physical and human features.		
	Recognising basic physical features on aerial photographs.	Drawing a map and using class agreed symbols to make a simple key.	Following a route on a map with some accuracy.	Following a route on a map with some accuracy	Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.	Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
	Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.	Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.	Saying which directions are N, S, E, W on an OS map.	Saying which directions are N, S, E, W on an OS map.	Accurately using four and six-figure grid references to locate features on a map in regions studied.	Accurately using four and six-figure grid references to locate features on a map in regions studied.
	Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.	Finding a given OS symbol on a map with support.	Making and using a simple route on a map.	Making and using a simple route on a map.	Confidently locating features using the 8 points of a compass.	Confidently locating features using the 8 points of a compass.
	Adding labels to sketch maps.	Beginning to draw objects to scale.	Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	Following a short pre-prepared route on an OS map	Following a short pre-prepared route on an OS map.
	Using simple picture maps and	Using an aerial photograph to draw a simple	Beginning to choose the best approach to	Beginning to choose the best approach to	Identifying the eight compass	Identifying the eight compass

	plans to move around the school.	sketch map using basic symbols for a key.	answer an enquiry question.	answer an enquiry question.	points on an OS map.	points on an OS map.
	Asking questions about the world around them.	Recognising there are different ways to answer a question.	Mapping land use in a small local area using maps and plans.	Mapping land use in a small local area using maps and plans.	Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.	Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.
	Commenting on the features they see in their school and school grounds on a walk around the respective places.	Discussing the features they see in the area surrounding their school when on a walk.	Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.	Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.	Developing their own enquiry questions.	Developing their own enquiry questions.
	Asking and answering simple questions about the features of their school and school grounds.	Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	Asking and answering one-step and two-step geographical questions.	Asking and answering one-step and two-step geographical questions.	Choosing the best approach to answering an enquiry question.	Choosing the best approach to answering an enquiry question.
	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	Observing, recording, and naming geographical features in their local environments.	Observing, recording, and naming geographical features in their local environments.	Making sketch maps of areas studied including labels and keys where necessary.	Making sketch maps of areas studied including labels and keys where necessary.
	Using a simple recording	Classifying the features they	Using simple sampling	Using simple sampling	Making an independent or	Making an independent or

	technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	notice into human and physical with teacher support.	techniques appropriately.	techniques appropriately.	collaborative plan of how they wish to collect data to answer an enquiry-based question.	collaborative plan of how they wish to collect data to answer an enquiry-based question.
		Taking digital photographs of geographical features in the locality.	Making digital audio recordings for a specific purpose.	Making digital audio recordings for a specific purpose.	Selecting appropriate methods for data collection.	Selecting appropriate methods for data collection.
		Making digital audio recordings when interviewing someone.	Designing a questionnaire/interview to collect qualitative fieldwork data.	Designing a questionnaire/interview to collect qualitative fieldwork data.	Designing interviews/questionnaires to collect qualitative data.	Designing interviews/questionnaires to collect qualitative data.
		Presenting data in simple tally charts or pictograms and commenting on what the data shows.	Taking digital photos and labelling or captioning them.	Taking digital photos and labelling or captioning them.	Beginning to use standard field sampling techniques appropriately.	Beginning to use standard field sampling techniques appropriately.
		Asking and answering simple questions about data.	Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.	Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.	Using GIS (Geographical Information Systems) to plot data sets.	Using GIS (Geographical Information Systems) to plot data sets.
			Beginning to use a simplified Likert Scale to record their judgements	Beginning to use a simplified Likert Scale to record their judgements	Using a simplified Likert Scale to record their judgements of	Using a simplified Likert Scale to record their judgements of

			of environmental quality.	of environmental quality.	environmental quality.	environmental quality.
			Collecting quantitative data in charts and graphs.	Collecting quantitative data in charts and graphs.	Conducting interviews/questionnaires to collect qualitative data.	Conducting interviews/questionnaires to collect qualitative data.
			Using a questionnaire/interview to collect qualitative fieldwork data.	Using a questionnaire/interview to collect qualitative fieldwork data.	Interpreting and using real-time/live data.	Interpreting and using real-time/live data.
			Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
			Suggesting different ways that a locality could be changed and improved.	Suggesting different ways that a locality could be changed and improved.	Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.

			Finding answers to geographical questions through data collection.	Finding answers to geographical questions through data collection.	Evaluating evidence collected and suggesting ways to improve this.	Evaluating evidence collected and suggesting ways to improve this.
					Analysing quantitative data in pie charts, line graphs and graphs with two variables.	Analysing quantitative data in pie charts, line graphs and graphs with two variables.