



Subject Skills Progression: Geography

EYFS/Key Stage 1

Skills Strand	EYFS Exploring Maps Recycling Seaside	Year 1 School and surrounding environment Seasonal and daily weather patterns Extreme weather Countries and capital cities of the UK	Year 2 Felixstowe Kenya Exploring places using maps	End of Key Stage Expectations
Locational Knowledge	To talk about similarities and differences in relation to places, objects, materials and living things.	To name the countries of the UK. To understand what an 'aerial view' shows. To identify key features of the countries of the UK.	To name capital cities of the UK and surrounding seas. To name and locate the world's seven continents and five oceans.	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
Place knowledge	To talk about features of their own immediate environment and how environments might vary from one another.	To understand where I live in the local area. To locate our school in our local area. To understand the differences between a town and the countryside.	To compare what life is like in different cities (compare to a UK location). To compare schools in Kenya to schools in the UK. To understand where Kenya is in the world. To compare our lives to a child's life from Kenya. To understand what life is like for people living in Kenya. To understand what Maasai culture is like.	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

Human and Physical Geography	To make observations of the environment and explain why some things occur and talk about change.	To understand what weather forecasts show. To understand what a cold area of the world is like. To understand what the weather is like in our country. To understand the different seasons in a year. To understand the dangers of weather.	To use a map to find seaside locations. To use keywords to describe seaside locations. To describe a seaside town in the UK. To use a map to locate the main British islands. To understand some of the main animals which live in Kenya. To understand what hot and cold countries are like. To understand the location of hot and cold areas of the world in relation to the Equator and North and South Poles.	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
Geographical Skills and Fieldwork	To use everyday language to talk about positions and distance and solve problems.	To understand what our classroom looks like and draw a simple map of it. To understand the route that we take to school. To begin to recognise map symbols. To use directional language. To use aerial photographs. To use simple fieldwork and observational skills.	To use world maps, atlases and globes. To use simple compass directions. To use aerial photographs and plan perspectives. To design a map with basic symbols in a key. To use simple fieldwork and observational skills.	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 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



Subject Skills Progression: Geography

Key Stage 2

Skills Strand	Year 3 Africa Suffolk Rainforests	Year 4 Longitude, latitude and prime meridian Settlements Volcanoes, earthquakes and tsunamis	Year 5 Comparisons with Norway Rivers Coasts Sustainability	Year 6 Brazil Mountains Trade	End of Key Stage Expectations
Locational Knowledge	- To name and locate the countries and cities of the UK. - To name and locate some of the counties of the UK. - To name and locate areas of high ground in the UK. - To explain the importance of the Prime Meridian. - To explain the position and significance of the Equator, Northern/Southern Hemispheres. - To identify areas of the world containing rainforests. - To describe the key aspects of a tropical climate.	- To describe how the UK has changed over time. - To identify lines of latitude and longitude. - To explain the position and significance of the Prime Meridian. - To explain the position and significance of time zones.	- To identify countries and capital cities within Europe. - To locate the key rivers of the UK and the World. - To understand how coastal features are formed. - To identify coastal features of the UK and how they have changed.	- To identify the countries and capital cities of South America. - Locating mountain ranges within the UK and wider world.	- 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)

Place Knowledge	• To compare the Amazon rainforest to a UK forest (e.g. Sherwood Forest). • To compare the climate of an African region with that of our own area. • To compare the physical geography of an African region with that of our own area.	• To consider how Bury St. Edmunds has changed over time.	• To compare the features of Norway landscape with our own area. • To compare the climate of Norway with that of our own area. • To compare the human geography of Norway with that of our own area.	• To identify, compare and contrast South America and Suffolk. • To compare the climate of South American regions with that of our own area. • To compare the human geography of South American regions with that of our own area. • To compare the climate of different mountain ranges.	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 in North and South America
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Human and Physical Geography	• To describe the features of the rainforest layers. • To describe the animals and plants living in the rainforest. • To explain the effects humans are having on the rainforests. • To describe and contrast biomes and vegetation belts.	• To explain the water cycle. • To describe what geographical features are found underground (tectonic plates). • To explain how volcanoes are formed. • To explain how volcanoes affect people's lives. • To explain what causes earthquakes and how they are measured. • To explain what causes tsunamis and how they affect people. • To predict how physical and human factors might change the landscape in the future. (Settlements)	• To describe the key features of a river system. • To explain how erosion and deposition works in rivers. • To describe the ways rivers are used. • To explain the impact of damming rivers (holding back floods). • To explain the water cycle (recap) • Norway climate zones • To explain how water and weather can change the landscape. • To explain how and why landscapes change over time • To explain the distribution of natural resources including energy, food, minerals and water • To explain renewable sources of electricity. • To explain where our food comes from (food miles). • To understand the importance of conserving food, water and energy supplies.	• Formation of different mountain ranges. • Human vs Physical features of South America.	Describe and understand key aspects of: • 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
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Geographical Skills and Fieldwork	- To use maps, atlases and digital mediums to identify areas of the world containing rainforests. - To use maps, atlases and digital mediums to name and locate the countries and cities of the UK. - To use maps, atlases and digital mediums to name and locate the main rivers and seas of the UK. - To use maps, atlases and digital mediums to name and locate some of the counties of the UK.	- To use maps, atlases and digital mediums to identify settlements built by invaders. - To use maps, atlases and digital mediums to identify links between settlements. - To use a key to describe the features on an OS map. - To use the eight compass points to describe routes on a map. - To describe how maps have changed over time to show evolving land use.	- To use four or six-figure grid references to locate places on a map. - To examine the features of a river (River Stour). - To find information in an atlas using the index.	- To 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. - To plan a journey using the 8 compass points and 6-figure grid references. - Create topographical maps of mountain ranges.	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the 8 points of a compass, 4- and 6-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