



Skills Progression Map

Subject area: Geography

In EYFS the topic of geography is taught within the area 'Understanding of the World'. This allows the children to settle into the school and explore their classroom and school environment. They go on walks around the school to become familiar with the layout and draw pictures of their classroom and outdoor learning areas. Through story books such as 'Elmer the Elephant' the children focus on different animals and where in the world they might come from. With links to Jack and the Beanstalk the children grow their own plants and think about what plants they might find in the local area which they investigate by going on a plant hunt. When learning about traditional tales they will draw maps from Goldilocks to the Three Bears house. When they learn about 'people who help us' they think about amenities needed within their local area and who might work there e.g. doctors, nurses, firefighters, teachers etc. During small world activities they will give directions to 'Naughty Bus' and the beebots using directional language. This all provides a good grounding for a smooth transition to starting the Geography National Curriculum in Year 1.

| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------|---|---|--|--|---|--|
| Location Knowledge | Name and locate the four countries and capital cities of the United Kingdom using atlases and globe. Name the country we live in. Name and locate our local town Stanmore. Look at aerial photos Discuss where different fruit/vegetables come from around the world. | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas using UK atlas and globe. Name and locate on a world map the world's seven continents and five oceans. | Name and locate mountains and volcanoes around the world. Name and locate the continent South America and it's countries using world atlases and globe. | Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics (including hills, mountains, coasts and rivers), countries and other major cities and how they have changed over time. | Name and locate countries and cities of the UK, geographical regions. Locate the world's countries 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) | Identify main environmental regions, key physical and human characteristics, and major cities of countries around the world. Locate and name countries in the Northern hemisphere; including location of Northern Lights |

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|------------------------|--|---|---|---|---|--|
| Place Knowledge | Observe and describe the human and physical geography of a small area of the United Kingdom (Poole). | Understand geographical similarities and differences through studying the human and physical geography of England and Tobago (non EU country) | Understand geographical similarities and differences through studying the human and physical geography of the rainforests in South America compared with the New Forest in England. | Understand geographical similarities and differences through studying the human and physical geography of London and Athens | Look at Stanmore over time. What are the physical and human impact on land use, settlements, economic activity and transport (Met Line) | Understand geographical similarities and differences through studying the human and physical geography of A small UK area and a small area of Canada |

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| Human and Physical Geography | Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. Year One will focus on the cold areas. Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, sea, ocean, season, weather) and human features (inc village, farm, house, port, harbour, shop) | Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles. Year Two will focus on the hot areas near the equator. Use basic Geographical vocabulary to refer to key physical features (inc –forest, hill, mountain, sea, ocean, river, soil, valley, vegetation) and human features (inc city, town, village, factory, house, office, shop) of a contrasting non-European country (Tobago). | Describe and understand key aspects of: Physical geography including Earthquakes and volcanoes (the layers of the earth, how volcanoes erupt and the locations of volcanoes). | Describe and understand key aspects of: Physical geography, including: identifying climatic zones, recognise characteristics of different climate zones and to recognise the impact of change in climate Physical geography including: identifying the water cycle and its importance, understand why rain falls, different cloud formations and the impact on the weather, formations of a glacier and the physical features of a river. | Describe and understand key aspects of: Human geography, including: the UK's types of settlement, land use and vegetation. Identify changes within the local area Recognise the UKs land use and vegetation. Physical Geography including: physical characteristics and key topographical features. | Describe and understand key aspects of :Understand key aspects of: biomes including climate, flora, fauna and impact of human activity. Human geography, including: types of settlement and land use, economic activity including (fair)trade links, and the distribution of natural resources including energy, food, minerals and water. Understand the impact of carbon footprints of natural resources. |

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| Geographical Skills and Fieldwork | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Use locational and directional language (eg, near, far, left, right up, down, forwards and backwards), Describe the location of features and routes on maps and photos of the environmental area. Use simple fieldwork and basic observational skills to study the geography of Stanburn and its grounds. Sketch maps of the environmental area including appropriate symbols and pictures to represent places of features. Conduct a survey to collect data (types and numbers of plants). Use a weather station to collect data about weather patterns. Recognise a photo as a record of what has been seen. Use a camera in the environmental area to record what is seen.</p> | <p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the school's surrounding areas. Create sketches of local area including land use and physical/human features such as house types, buildings and open spaces.</p> <p>Locate position of a photo on a map.</p> | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, introduce four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure and record the human feature of traffic in the local area using a range of methods, including plans and graphs.</p> <p>Use orienteering skills to find different locations around the outdoor areas within the school grounds.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Environmental study on energy using the solar panel information and digital weather information from around the school.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, extend to eight-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork (residential and non residential) to observe, measure and record the human and physical features in the wider area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Orienteering skills to locate different objects on a given map. Study the environment by pond dipping and stream studies.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the wider area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Compare the school and local environment with a focus on microclimates.</p> |