Progression of skills in Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry							
Locational Knowledge	•Identifying land and water on a map or globe. •Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	•Locating two of the world's seven continents on a world map. •Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. •Showing on a map which continent they live in.	•Locating all the world's seven continents on a world map. •Locating the world's five oceans on a world map. •Showing on a map the oceans nearest the continent they live in.	•Locating some countries in Europe and North and South America using maps. •Locating some major cities of the countries studied. •Locating some key physical features in countries studied on a map including significant environmental regions. •Locating some key human features in countries studied.	•Locating some countries in Europe and North and South America using maps. •Locating some major cities of the countries studied. •Locating some key physical features in countries studied on a map including significant environmental regions. •Locating some key human features in countries studied.	•Locating more countries in Europe and North and South America using maps. •Locating major cities of the countries studied. •Locating key physical features in countries studied on a map. •Locating key human features in countries studied. •Identifying significant environmental regions on a map. •Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. •Confidently locating the twelve geographical regions of the UK. •Identifying key physical and human	•Locating more countries in Europe and North and South America using maps. •Locating major cities of the countries studied. •Locating key physical features in countries studied on a map. •Locating key human features in countries studied. •Using maps to show the distribution of the world's

				•Locating the world's most significant mountain ranges on a world map and identifying any patterns. •Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. •Locating some counties in the UK (local to your school). •Locating some cities in the UK (local to your school) •Beginning to locate the twelve geographical regions of the UK. •Locating some counties in the UK (local to your school). •Locating some cities in the UK	•Locating the world's most significant mountain ranges on a world map and identifying any patterns. •Locating some of the world's most significant rivers and identifying any patterns. •Locating some cities in the UK (local to your school). •Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. •Beginning to locate the twelve geographical regions of the UK.	characteristics of the geographical regions in the UK. •Understanding how land-use has changed over time using examples. •Explaining why 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. •Using longitude and latitude when referencing location in an atlas or on a globe.	climate zones, biomes and vegetation belts. •Locating many counties in the UK. •Locating many cities in the UK. •Confidently locating the twelve geographical regions of the UK. •Identifying key physical and human characteristics of the geographical regions in the UK. •Understanding how land-use has changed over time using examples. •Explaining why a locality has changed over time, giving examples of both physical

| | | | | | (local to your school). •Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. •Beginning to locate the twelve geographical regions of the UK. •Identifying how topographical features studied have changed over time using examples. •Describing how a locality has changed over time, giving examples of both physical and human features. •Finding the position of the | •Identifying how topographical features studied have changed over time using examples. •Describing how a locality has changed over time, giving examples of both physical and human features. •Finding the position of the Equator and describing how this impacts our environmental regions. •Finding lines of latitude and longitude on a globe and explaining why these are important. •Identifying the position of the Tropics of Cancer and | | and human features. |

				Equator and describing how this impacts our environmental regions. •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 Northern and Southern hemispheres and explaining how they shape our seasons. •Identifying the position and significance of both the Arctic and Antarctic Circle.	Capricorn and their significance. •Identifying the position and significance of both the Arctic and Antarctic Circle.		

Place Knowledge							
	•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. •Naming some key differences between their local area and a small area of a contrasting non-European country.	•Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. •Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. •Describing what physical features may occur in a hot place in comparison	•Describing and beginning to explain similarities between two regions studied. •Describing and beginning to explain differences between two regions studied. •Describing how and why humans have responded in different ways to their local environments. •Discussing how climates have an impact on trade, land use and settlement. •Explaining what measures humans have taken in order to adapt to survive in cold places. •Describing	•Describing and beginning to explain similarities between two regions studied. •Describing and beginning to explain differences between two regions studied. •Describing how and why humans have responded in different ways to their local environments. •Discussing how climates have an impact on trade, land use and settlement. •Describing and explaining how people who live in a contrasting physical area may have different lives	•Describing and explaining similarities between two environmental regions studied. •Describing and explaining differences between two environmental regions studied. •Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. •Understanding how climates impact on trade, land use and settlement. •Explaining how humans have used desert environments. •Using maps to explore wider global trading routes.	•Describing and explaining similarities between two environmental regions studied. •Describing and explaining differences between two environmental regions studied. •Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. •Understanding how climates impact on trade, land use and settlement. •Using maps to explore wider global trading routes.

			to a cold place	and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	to people in the UK		
Human and Physical Geography	•Observing weather across the seasons. •Observing and discussing the effect the changing seasons have on the world around them. •Beginning to use the names of the seasons in the correct context •Making observations about the features of places (in stories, photographs or in the school grounds/local area).* •Making observations about the	•Describing how the weather changes with each season in the UK. •Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'.	•Locating some hot and cold areas of the world on a world map. •Locating the Equator and North and South Poles on a world map. •Locating hot and cold areas of the world in relation to the Equator and the North and South poles.	•Understanding some of the causes of climate change. •Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. •Describing where volcanoes, earthquakes and mountains are located globally. •Describing and explaining how physical features such	•Mapping and labelling the seven biomes on a world map. •Understanding some of the causes of climate change. •Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. •Describing where volcanoes, earthquakes and mountains are located	•Describing and understanding the key aspects of the six biomes. •Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. •Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. •Describing and understanding economic activity including trade links.	•Understanding some of the impacts and causes of climate change •Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its

characteristics of places (in stories, photographs or in the school grounds/local area).*			as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. •Describing how humans use water in a variety of ways •Describing and understanding types of settlement and land use. •Explaining why a settlement and community has grown in a particular location. •Explaining why different locations have different human features. •Explaining why people might prefer to live in	globally. •Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. •Describing how humans use water in a variety of ways •Describing and understanding types of settlement and land use. •Explaining why a settlement and community has grown in a particular location. •Explaining why different locations have different human	•Describing the 'push' and 'pull' factors that people may consider when migrating. •Understanding the distribution of natural resources both globally and within a specific region or country studied. •Recognising geographical issues affecting people in different places and environments. •Describing and explaining how humans can impact the environment both positively and negatively, using examples.	links to climate change. •Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. •Describing the 'push' and 'pull' factors that people may consider when migrating. •Understanding the distribution of natural resources both globally and within a specific region or country studied. •Recognising geographical

				an urban or rural place.	features. •Explaining why people might prefer to live in an urban or rural place. •Describing how humans can impact the environment both positively and negatively, using examples.		issues affecting people in different places and environments. •Describing and explaining how humans can impact the environment both positively and negatively, using examples.
Geographical skills and fieldwork	•Ask questions about the world around them. •Commenting on the features they see in their school and school grounds. •Answering simple questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds. •Expressing their likes and dislikes about a specific	•Using an atlas to locate the UK. •Using a map of the UK to locate the four countries. •Beginning to use an atlas to locate the four capital cities of the UK. •Using a world map and globe to locate two of the world's	•Recognising why maps need a title. •Using an atlas to locate the four capital cities of the UK. •Using a world map, globe and atlas to locate all the world's seven continents. •Using a world map, globe and atlas to	•Beginning to use maps at more than one scale. •Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. •Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.

place and its features, beginning to explain their reasoning. •Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. •Beginning to use modelled directional vocabulary when describing features in the surrounding environment. •Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.	seven continents (Europe and Asia). •Using an atlas to locate the Atlantic Ocean and Pacific Ocean. •Using directional language to describe the location of objects in the classroom and playground. •Using directional language to describe features on a map in relation to other features (real or imaginary). •Responding to instructions	locate the world's five oceans. •Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. •Using locational language and the compass points (N, S, E, W) to describe the route on a map. •Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. •Using a map to follow a	features and human features in countries studied. •Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. •Zooming in and out of a digital map. •Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. •Accurately using 4-figure grid references to locate features on a map in regions studied.	features and human features in countries studied . Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features	map to calculate distances. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Following a short pre-prepared route on an OS map. Choosing the best approach to answering an enquiry question Making sketch maps of areas studied including labels and keys where necessary Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Selecting appropriate methods for data collection.	Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to

		using directional language to follow routes. •Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. •Recognising local landmarks on aerial photographs. •Recognising basic human features on aerial photographs. •Recognising basic physical features on aerial photographs. •Drawing freehand maps (of real or imaginary places) using	prepared route. •Recognising landmarks of a city studied on aerial photographs and plan perspectives. •Recognising human features on aerial photographs and plan perspectives. •Recognising physical features on aerial photographs and plan perspectives. •Drawing a map and using class agreed symbols to make a simple key. •Drawing a simple sketch map of the playground	•Beginning to locate features using the 8 points of a compass. •Using a simple key on their own map to show an example of both physical and human features. •Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. •Making and using a simple route on a map. •Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. 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. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. valuating evidence collected and suggesting ways to improve this.	recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a

| | | simple pictures or symbols. •Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. •Adding labels to sketch maps. •Using simple picture maps and plans to move around the school. | or school grounds •Using symbols to represent human and physical features. •Finding a given OS symbol on a map with support. •Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). •Using an aerial photograph to draw a simple sketch map using basic symbols for a key. | | | Analysing quantitative data in pie charts, line graphs and graphs with two variables | compass. Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass. |