

Geography Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Locational Knowledge (Name and locate)	I can name and locate features of my own environment. I can make different parts of the local community. I can verbally locate different part of the local community e.g. the post office is next to the school. I know there are different countries in the world.	I can recognise, name and locate familiar places in my local area/school. I can name and locate some places in the UK e.g. the town where they live. They can begin to locate England, Wales, Scotland, Wales and Northern Ireland on a map. I can name and locate the world's seven continents and five oceans, and the seas around the UK. I can name the key features of the UK.	Name and locate further significant places in their local area e.g. shops where their parents work. They can identify a range in the local area. I can name and locate England, Wales, Scotland, Wales and Northern Ireland on a map and know the capital cities. I can name and locate the world's seven continents and five oceans, and the seas around the UK. Name and locate places studied by continent. Understand and locate the areas of hot and cold countries around the world. Locate the continent we live in. I know there are countries with mountain ranges.	I can name and locate the countries of the UK. I can name and locate some of the main rivers and seas of the UK. I can name and locate some of the countries in the UK. I can name and locate areas of high ground in the UK. I can name and locate ten countries in Europe. I can name and locate further countries in the wider world e.g. as part of a country study topic. I am beginning to understand the importance of tourism. I am beginning to understand the term migration. I can identify a range of volcanoes around the world. I can explain what you find underground.	I can explain the position of the equator, the northern hemisphere and the southern hemisphere (in the context of researching countries in different hemispheres) I can identify the lines of latitude and longitude. I can explain the position of the prime meridian. I can name and locate ten more countries in Europe. I can describe the place in which the source of a river is found. I can list some features of a river. I know what a dam is. I can locate a range of volcanoes around the world and name some famous mountains.	I can name and locate the remaining countries of Europe. I can identify the capital city of a country (in the context of a European country studied). I can locate key mountain ranges of the world. I can locate key areas of higher ground in the UK. I can find countries in Europe and North and South America on a map. I can find cities in the UK on a map and identify some of their features. I can list a range of features of a river e.g. upper, middle and lower course. I know what a dam is and how it works. I can name some features of a coastline and some UK coastal features. I can name an area of the UK which has been affected by coastal erosion.	I can locate the key rivers of the UK and the world. I can identify North and South America. I can identify the capital cities of countries in the Americas. I can use geographical terminology to describe the location and characteristics of a range of places across the Americas e.g. equator. I know the features of a river and can use geographical language to describe. I know the impact of a dam and can describe how they work using more advanced language. I can name a range of features of a coastline and a range of UK coastal features. I can name an area of the UK which has been affected by coastal erosion and explain how.
 Place Knowledge (Similarities and differences)	I know about similarities and differences between myself and others, and among families, communities and traditions. I know about the similarities and differences in relation to places, objects, materials and living things. I can describe what the place I live in is like. I can identify some natural and man-made features.	I can describe the similarities and differences in relation to places, objects, materials and living things. I can describe the similarities and differences between our local area and a contrasting area. (e.g. compare the town and countryside). I can express my views on the environment and give reasoned explanations for improvements. I know the difference between town and country locations. I know the similarities and differences between my local town and our capital city. I can compare capital cities e.g. London and Brasilia in contrasting countries.	I can compare the UK with a contrasting country in the world. I can compare a local city/town in the UK with a contrasting city/town in a different country. I can use the key vocabulary to demonstrate my knowledge and understanding. I can compare different volcanoes using some basic features. I understand land use in a local area.	I understand what life is like in another country e.g. Africa and compare with my own. I can look at the similarities and differences in architecture for buildings in places where tsunamis, earthquakes and volcanoes occur. I can compare a place which has a volcano to one that does not. I can describe and understand the effects of volcanoes on settlements and land use I can compare tornadoes and sort using levels of EF scale.	I understand the geographical similarities and differences through the study of human geography of a region of the United Kingdom. I can explore the similarities and differences, comparing the human and physical geography of a region of the UK and a region of South America. I can compare animals which live in different climates. I can use age related key vocabulary to demonstrate my knowledge and understanding. I can compare different rivers by size, use and area. Children can compare volcanoes using a range of features e.g terrain, buildings, EF scale, dormancy etc. I can identify some European cities and settlements.	I can compare lengths of different rivers. I can compare some similarities and differences of a river at different points along its course. I can identify how the UK's borders have changed over time. I can identify similarities and differences in photographs of a landscape taken at different times. Describe and explain how some UK settlements have developed and changed over time and why certain locations are more favourable than others.	I understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of eastern Europe and South America. I can use age related key vocabulary to demonstrate my knowledge and understanding. I can compare different river formations and explain why rivers are different sizes and have different features. I can use a range of sources to demonstrate how the UK's coasts have changed over time. I know what life is like in cities, villages and other settlements of North and South America.
 Human and Physical Geography	I can talk about the features of my own immediate environment and how environments might vary from one another. I can name the four seasons and begin to	I know the difference between a physical and human feature. Children will begin to know the simple features of the countries of the UK. Describe the human and physical features of the capital city London.	I can identify and describe weather associated with the four seasons, including a basic weather forecast. I can identify the location of hot and cold areas of the world in relation to the equator and North	I can use aerial photographs, secondary sources and Google images to describe the human and physical features of another country and locate important landmarks.	I know that water erodes river banks. I know that rivers can change over time. I can describe and explain the water cycle.	I know how water erodes a river bank and explain the effects. I know how deposition changes the shape of a river. I can recall the main events of the water cycle using geographical and scientific vocabulary.	I know how the shape and features of a river change over time and can explain this using correct terms giving some detail. I can identify possible future impacts of river use.

physical features (Weather and Geographical features)	describe associated weather. Record weather daily. I can make simple observations.	Explain some pros and cons of town and country locations. I can identify and describe weather associated with the four seasons. I can identify that the North and South poles are cold and the equator is hot. Children can comment on the climate in contrasting countries.	and South poles, and make comparisons with local weather. I can describe the key aspects of a volcano formation and some different types of volcanoes. I know why we have day and night.	I can name the layers that make up Earth. I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. I can name the key parts of a volcano. I can explain how to keep safe during an earthquake or tsunami. Explain how tornadoes form. Ask and respond to geographical questions e.g. describe the landscape- why is it like that? How it is changing? I can describe and understand key aspects of mountain formation. I can explain why day and night occur.	I understand the different climate zones of the world (tropical, temperate, polar) including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. I understand the basic process of global warming, its causes, implications and changes required. I can identify and study the different climatic regions of UK and Europe. I can describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment. I know how mountains are formed and can name some mountainous regions. I can explain why we have day and night and explain the position and significance of time zones.	I can explain what weathering and erosion mean. I can describe some ways in which weather can change the landscape. I can describe the physical changes which have affected earth since 1800 and in the future. I can describe some ways in which human activity has changed the landscape. I can use maps, atlases and Google Earth to identify human and physical features of different landscapes.	I understand how the water cycle works and can explain in detail using diagrams. I understand how climate and vegetation are connected in biomes e.g. the tropical rainforest and the desert. I can describe different biomes and how plants and animals are adapted to them. I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. I understand and compare the climate of North and South America with the UK. I know a range of factors why the UK's coastline has changes and can describe a range of physical features which have changes over time from weather and human activity.
 Geography skills and fieldwork (maps, atlases, fieldwork, observations, compass directions, ordinate)	I can use drawings and simple technology to observe and record the environment. I can look at aerial photos and simple maps of the classroom, local areas and the school grounds to identify basic land use and some key landmarks. Create simple maps of story settings or small areas, such as the classroom, using real objects or drawings. I can explore my environment commenting on what I can see and taking photos of things which interest me. I can locate London on a simple map.	I can locate UK on a map or Europe and a map of the world. I know that symbols on a map mean something. I can name the four points of a simple compass (NESW). I can describe where places in the local area are on a map. I can draw a simple map of the school and local area/school using own symbols. I can draw a simple map of imaginary places such as story settings or school playground, using own symbols. I can use aerial photos to recognise basic human and physical features. Use simple fieldwork skills to study the Geography of the local area.	I can describe places and route on a map using simple compass directions and locational and directional language. I can use a map to follow a simple route. I can use compass directions to move around a map. I can plan a route in the local area. I can use compass directions to describe places on a map. I can use map skills to locate hot and cold places. I am beginning to understand why a key is useful. I can draw a simple map related to a country studies e.g. the outline of the country and the location of the capital city. I can draw a simple sketch map of a well-known place such as the school, using symbols agreed upon as a class. I can draw a map of a simple well-known route e.g. the journey to school. I can carry out a simple survey of the school or local area (e.g. weather, traffic).	I can use simple maps to see how land is used. I can recognise some Ordnance Survey symbols I can use a simple key on a map to see how land is used. I can use the eight compass points to describe the location of countries and cities in the UK. I can identify rivers and seas using an atlas, map or Google Maps. I can use a map to locate the countries of the UK I can use a map to locate high grounds. I can use maps to locate places studied in the wider world. I can draw simple sketch maps using some known symbols. I can draw a simple sketch map to show how land is used (e.g. during fieldwork). Create a simple map to show how land is used (developing the sketch map drawn using fieldwork.) Describe how scientists collect data about storms.	I can use latitude and longitude to find places on maps, atlases and globes. I can use a range of maps to research geographical information. I can use the eight compass points to describe the location of countries and cities in Europe. I can create a map of settlement (linked to a topic on settlement). I can use further known symbols when creating a map. I can record fieldwork using simple sketch maps. I can identify rivers on a map. I know there are different types of lakes and begin to notice the difference when observing closely on maps, atlases and globes. I know how scientists collect data about storms. Compare the strength of a range of earthquakes and volcanoes. Explain how scientists compare tornadoes/volcanoes and earthquakes.	I can use digital maps to calculate food miles. I can use a map to find and describe key features of mountains of the UK. Find information in an atlas using the index and simple grid references. Use a key to describe on Ordnance survey map. Use the eight compass points to describe routes on a map. Use four or six-figure grid references to locate places on a map. I can place a journey using the eight compass points and four or six figure grid references. I can record fieldwork using more developed sketch maps. I can use Ordnance Survey symbols when creating a map. I can create a simple key for my maps. I can begin to use the index/legend in an atlas to find different rivers. I can give the location of one major dam. I can identify meanders and oxbow lakes on a map and photograph. Use fieldwork to study and present information about a local river;	I can use atlases and maps and IT to identify the key features of a river system/ different landscapes. I can select the most appropriate map or other source of geographical information for the task. I can compare with aerial photos. I regularly apply latitude, longitude and grid reference skills in relation to places studied. I can draw maps of increasing complexity, including using symbols and a key. I can record fieldwork using more complex sketch maps. I can begin to use scale when drawing a map. I can use eight points of a compass, six figure grid references, maps, symbols and keys. I can use the index/legend in an atlas to find different rivers. I can give the location of more than one major dam.

				Compare the strength of earthquakes. Know how scientists compare tornadoes/volcanoes and earthquakes. Communicate findings in ways appropriate for the task or audience. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketches, plans and graphs and digital technologies.	Communicate findings clearly in ways appropriate for the task or audience using more advanced vocabulary.	create a working river and observe the physical processes involved.	I can identify a range of lakes on a map and from a photograph and know the difference. I can communicate findings to different audiences using correct geographical terms.
Vocabulary	House, room, garden, school, playground, park, road, shop, hospital, village. Map, atlas City, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, natural, man-made, sand, oil, metal, wood, stone, concrete, glass, leather, plastic, paper. Now, then, young, old, baby, child, adult, sister, brother, Mum, dad, Aunty, Uncle, Grandparent, family	World, Earth, continent, odean, country, capital city, United Kingdom, England (London), Scotland (Edinburgh) Wales (Cardiff), Northern Ireland (Belfast), Africa, Antarctica, Australasia, Europe, North America, South America, Pacific, Atlantic, Indian, Southern (Antarctic), Artic. North, East, So0uth, West. Physical, human, natural, plan, key, compass, fieldwork. (Year 2 additional) As Y1 plus- culture, language, religion, development (standard of living), education, employment Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, summer, autumn, winter, spring, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold. (Year 2 additional) thermometer, temperature, degrees, rainfall, lowest, highest. Map, sketch map, plan, birds eye view, position, location, direction, route, path, direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left, right, near, far. (Year 2 additional) ordnance survey map, thermometer, temperature, degrees, rainfall, lowest, highest	Europe, Italy (Rome), France (Paris), Spain (Madrid), Turkey, South America, Argentina (Buenos Aires), Brazil (Sao Paolo, Rio De Janeiro), Chile, Colombia, Peru, North America, Canada (Ottawa), United States of America (Washington), Mexico (Mexico City), Central America, Guatemala, Honduras, Belize, equator, northern hemisphere, southern hemisphere, climate, warm, dry, wet, humid, tepid. Human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, landform, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, equator, northern hemisphere, southern hemisphere, climate, tropical, temperate, polar, vegetation, biome, aquatic, desert, forests, rainforest, forest, woodland, grasslands, tundra. Human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, northern hemisphere, southern hemisphere, climate, vegetation, biomes, tropical, temperate, polar, rainforests. Table, diagram, pictogram, bar graph, line graph, pie chart, data, atlas, map, aerial photograph, birds eye view, scale, key, symbols, equator, northern hemisphere, southern hemisphere, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), four figure grid reference, grid box, eastings, northings, thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average.	United Kingdom, England, London, Bristol, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, climate zones, tropical, sub-tropical, temperate, polar, arid, mediterranean, dry-temperate, cold temperate, mountains, tundra, time zone, Prime/Greenwich Meridian Time (GMT), local time. Human feature, physical feature, region, settlement, migration, immigration, community, population, government, democracy, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, landform, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, equator, northern hemisphere, southern hemisphere, climate, tropical, sub tropical, temperate, polar, arid, mediterranean, dry-temperate, cold temperate, mountains, tundra vegetation, biome, aquatic, desert, forests, rainforest, forest, woodland, grasslands, tundra. Topographical feature, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, water cycle, evaporation, transpiration, condensation, precipitation, run-off, river, tidal river, estuary, stream, lake, tributary, current, bank, delta, mouth, source, fresh water, saltwater, mountain, mountain range, tectonic plates, force, contour, altitude, elevation, erosion, summit, peak, ascent, descent, vegetation, biome. (Year 6 additional) volcano, Ring of Fire, magma, mantle, fault, eruption, sill, vent, eruption, crust, extinct, core, conduit, dormant, ash, active, crater, earthquake, after shock, epicentre, fault line, fore shock, main shock, magnitude, Mercallie scale, micro quake, Richter scales, seismic, tremor, tsunami. Arial map, ordnance survey maps, google map, political map, topographic map, physical map, economic/ resource map, scale, key, symbols, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, eastings, northings, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (kms).			