

Progression of skills in Geography - Locational and Place Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map Knowledge	Know significant places that are important to them e.g. Bletchley, Milton Keynes, from family trips or home of significant family members.	Name and locate some places in their locality, the UK and wider world e.g. Bletchley, Milton Keynes, London, England, Ireland, Scotland, Wales, France. Understand what a capital city is.	Locate and name significant places in the local area e.g post office, park, shops, school. Locate and name on UK map major features e.g. Home town, London, River Thames, Channel, seas. Name and locate significant places in the wider world - linked to studies. Name and locate the world's seven continents and five oceans.	Name and locate a wider range of places in their locality, the UK and wider world, including places of particular significance to individual children. Revise locations met in Y2. Name the continents on a world map. Locate the main countries of Europe. Name and locate key topographical features (in hills, mountains, coasts and rivers) and patterns; and understand how some of these aspects have changed over time. Begin to identify points on maps marked with A, B and C.	Revise locations met in Y2/3 e.g. UK, seven continents, five oceans and countries within Europe. Revise topographical features learned in Y3. Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Identify the position and significance of the Equator, N and S Hemisphere, Tropics of Cancer and Capricorn. Arctic and Antarctic Circle. Begin to identify significant places and environments.	Revise locations met in Y2,3 &4. Identify the position and significance of latitude / longitude and the Greenwich Meridian (linking to science) Identify significant places and environments.	Revise locations met across KS2. Confidently identify significant places and environments.
Using maps and direction	Describe the position of objects using simple prepositions - in front, begins, under, over, next to.	Follow directions (Up, down, left/right, forwards/backwards) Use a simple picture map to move around the school. Recognise that a map is about a place.	Follow directions and include N,S, E and W. Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Use 4 compass points to follow / give directions. Use letter / no. coordinates to locate features on a map. Locate places on larger scale maps e.g. map of Europe.	Use 4 compass points well: Begin to use 8 compass points. Use letter / no.coordinates to locate features on a map confidently. Locate places on large scale maps, (e.g. Find	Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map. Compare maps with aerial photographs. Select a map for a specific purpose (e.g. pick atlas to find	Use 8 compass points confidently and accurately. Use 4 figure coordinates confidently to locate features on a map. Begin to use 6 latitude grid references on atlas maps.

				Follow a route on a map with some accuracy (e.g. whilst orienteering - link with PE)	the UK or India on globe.) Follow a route on a large scale map.	Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places (e.g. find wettest part of the world)	Follow a short route on an OS map. Locate places on a world map. Use atlases to find out about other features of places (e.g. mountain regions, weather patterns.)
Drawing maps	Give meaning to marks they make when talking to an adult. Use a range of materials and objects for small world play.	Draw picture maps of imaginary places and from stories. Use own symbols on an imaginary map. Draw around objects to make a plan.	Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph.) Begin to understand the need for a key. Use class agreed symbols to make a simple key. Look down on objects to make a plan view point.	Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Begin to draw a sketch map from a high view.	Make a map of a short route experienced, with features in correct order. Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Draw a sketch map from a high point.	Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Use / recognise OS map symbols. Draw a plan view map with some accuracy.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use / recognise OS map symbols Use atlas symbols Draw a plan view map accurately.
Scale and distance	Use a range of small world toys. e.g. cars, mats to create routes.	Use small world toys to create routes and describe these. Use relative vocabulary e.g. bigger/smaller, like / dislike.	Begin to spatially match places e.g. recognise UK on a small scale and larger scale map.	Begin to match boundaries e.g. find boundaries of a country on different scale maps.	Begin to match boundaries e.g. find the same boundary of a country on different scale maps.	Measure straight line distance on a plan. Find / recognise places on maps of different scales e.g. river Nile.	Use a scale to measure distances. Draw / use maps and plans at a range of scales.
Vocabulary	Bletchley, Milton Keynes, left, right, forwards, backwards, above, under	Bletchley, Milton Keynes, London, England, Ireland, Northern Ireland, Scotland, Wales, France, near, far, left, right, journey, travel, long	Home town, Milton Keynes, London, River Thames, Edinburgh, Cardiff, Belfast, Dublin, Channel, seas, directions, Atlas Continent, Ocean, North America, South America, Europe,	human / physical features, compass points, coordinates, Equator, Mediterranean Sea, Atlas symbols	Equator, Tropic of Cancer, Tropic of Capricorn, North and South Hemisphere, North and South Poles, Arctic and Antarctic Circles, peninsula, boundary, scale, symbol, key	latitude / longitude, Greenwich Meridian,	significant places in our environment

			Africa, Asia, Antarctica, Australasia Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Southern Ocean, Equator, North, South, East, West, location, route, aerial view				
Cultural Capital	Bringing a map to school	Visit to St, Mary's Church using a map	Visit to Bletchley town centre using a map Visit to London	Orienteering in school grounds	Visit to Furzton using a map	Orienteering in Howe Park	Orienteering in Campbell Park Orienteering outside of Milton Keynes
Learning opportunities	Creating a map of the local area with our families	https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-one/	https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-two/	https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-three/	https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-four/	https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-five/	https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-six/

Progression of skills in Geography - Human and Physical knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Talk about the weather.</p> <p>Talk about what our local area is like.</p>	<p>Use simple geographical words to describe human features - city, town, village, factory, port etc.</p> <p>Use simple geographical words to describe physical features - mountains, rivers, fields, sea, beach, woodland.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Use simple geographical words to describe human features and say why people use these locations e.g. ports.</p> <p>Use simple geographical words to describe physical features e.g beach, cliff, coast, forest.</p> <p>Make observations (e.g. from photographs) about features that give places their character e.g. Great Barrier Reef in Australia.</p> <p>Identify the location of hot and cold areas of the world in relation to Equator and North and South Poles.</p>	<p>Use geographical language to describe some aspects of human features e.g settlement and land use.</p> <p>Use geographical language to describe some aspects of physical features e.g. of rivers - rivers meander, branches,</p> <p>Make observations about places and features that change over time.</p>	<p>Use geographical language to identify and explain some aspects of human features e.g. and any patterns in human behaviour.</p> <p>Use geographical language to identify and explain some aspects of physical features e.g. volcanoes and any patterns in their location.</p> <p>Describe how features and places change and the links between people and environments.</p> <p>On a World Map, locate areas of similar environmental regions.</p>	<p>Use geographical language to identify and explain key aspects of human features and patterns e.g. distribution of natural resources, including energy, food, minerals and water in the world.</p> <p>Make links and interactions between people, places and environment.</p> <p>Use geographical language to identify and explain key aspects of physical features.</p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p> <p>Explore fair / unfair distribution of resources (Fairtrade)</p> <p>Understand and explain latitude and longitude</p>	<p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and environment.</p> <p>Describe the key features of:</p> <p>Human geography - economic activity including trade links.</p> <p>Physical geography including: climate zones, biomes, vegetation belt.</p>
Vocabulary	<p>street, town, house, bungalow, school, zebra crossing, traffic lights, bridge, tunnel, roundabout, shop, farm, church, doctors, dentist, library, teacher, Head Teacher, cleaner, caretaker, Police Officer, secretary</p>	<p>city, town, village, factory, farm, house, office, port, harbour, shop, mountain, river, building, town, village, junction, transport, lorry, bus, car, summer, winter, autumn, spring, seasons,</p>	<p>house, flat, apartment block, semi-detached, beach, cliff, coast, hill, harbour, port, forest, mountain, sea, river, soil, vegetation, season, weather.</p> <p>location, route, local, distant, ocean, coast, mountain, valley, seasonal, factory</p> <p>Australia, Great Barrier Reef, Wave Rock, Lagoon, time zone</p>	<p>community, landscape, relief map, political map, cliff, ocean, fieldwork, sketch, North East, South West, polar, valley, vegetation, soil, peat, loam, clay, lake, transport (carrier) diagram, South East, weather, mountain, weathering, port, harbour, factory, office, industry, compass, North West, climate zone, tropical, environment</p> <p>ROME settlement, colosseum,</p> <p>RIVERS</p>	<p>weathering, erosion, warm, humid, evaporation, precipitation, condensation</p> <p>ROME settlement, aqueduct, province, Mediterranean</p> <p>RIVERS basin, current, dam, delta, erosion, estuary, floodplain, flow, meander, mouth, ox-bow lake, rapid, rapids, reservoir, spring, source, surface, sea level, stream, tributary, waterfall, watershed, waterway.</p> <p>VOLCANOES</p>	<p>climate, weather, vegetation belt, arid, evaporation, excursion, population, precipitation, condensation, deposition, transportation, confluence, products, industrial, continent, sub-continent, development, irrigation, ground work, tourist, contours</p> <p>EARTHQUAKES after shock, core, crater, crust, epicentre, faults, hot spot,</p> <p>MOUNTAINS</p>	<p>productivity, natural resources, man-made resources, tropical, polar, trade, greenhouse, polytunnel, intensive farming, arable farming, market garden, mixed farming, organic farming, distance, scale, inland, urban/ rural, valley, contour, height, hydroponics, allotment, distribution, import, export, native, indigenous, sustainable, pollution, biomes, renewable, migrate, disperse, sustainability,</p>

				<p>flow, meander, mouth, rapid, reservoir, source, stream, tributary, waterfall, waterway.</p> <p>VOLCANOES active, ash cloud, eruption, extinct, gases, magma, ring of fire, volcanic ash</p> <p>COAST bay, beach, cave, cliff, coastline, erosion, current, g sea wall, sea defence, waves.</p> <p>RAINFOREST canopy layer, climate, deforestation, freshwater, forest floor, plantations, leaf canopy, tropical, tropical forest, regions, rainfall,</p>	<p>active, ash cloud, core, crater, crust, dormant, eruption, extinct, gases, landslides, magma, ring of fire, volcanic ash, vent.</p> <p>COAST bay, beach, cave, cliff, coastline, coastal, erosion, current, groyne, headland, landslide, longshore drift, sea wall, sea defence, stack, stump, swash, undercutting waves.</p> <p>RAINFOREST ecosystem, freshwater, tropical forest, regions, temperate, understory layer, emergent layer</p>	<p>alpine, altitude, avalanche, erosion, glacier, pass, range, ravine. tsunami</p> <p>Arctic and antarctic circle, northern hemisphere, southern hemisphere, ice sheet, tundra</p>	<p>natural resources, natural disaster.</p> <p>Ordnance survey, , survey</p> <p>EARTHQUAKES apitude, magnitude, mantle, plate, plate tectonics, richter scale,</p> <p>MOUNTAINS crevasse, drainage, elevation, moraine, seismic waves, velocity</p>
Cultural Capital	Visit to a farm	Visit Chiltern Open Air Museum	Visit to an aquarium to sea fish found on Great Barrier Reef	Visit to a local river and canal Visit from an Italian family	Visit from on Italian family Visit to a beach	Visit to a mountainous area	
Learning opportunities	http://www.farmsforschools.org.uk/ https://www.meadowopenfarm.co.uk/			https://canalrivertrust.org.uk/ https://www.geography.org.uk/teaching-resources/investigating-coasts		Met Office. gov.uk weather warriors https://www.geography.org.uk/teaching-resources/earthquakes-tsunamis	

Progression of skills in Geography - Geographical enquiry

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Ask and answer questions about their environment and the world.</p> <p>Investigate their surroundings.</p>	<p>Teacher led enquiries - to ask and answer simple closed questions.</p> <p>Use information books / pictures as a source of information.</p> <p>Investigate their surroundings.</p> <p>Describing some similarities and differences when studying places and features e.g hot and cold places of the world</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions: Where is it? What's it like?</p> <p>Use non-fiction books, stories, maps, pictures / photos and the internet as sources of information.</p> <p>Investigate their surroundings.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places e.g. comparing their lives with those of children in other places and environments.</p>	<p>Begin to ask and answer geographical questions -including their own initiated questions.</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos / pictures, temperatures in different locations.</p>	<p>Ask and respond to geographical questions (How? Why?) and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs.</p> <p>Investigate places and themes at more than one scale - describing similarities, differences and patterns about places, environments and people.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations / photos / pictures / maps.</p>	<p>Begin to suggest questions for investigating.</p> <p>Ask and respond to questions that are more casual e.g. Why is that happening in that place? Could it happen here?</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; looking at contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - considering the influence on people / everyday lives.</p> <p>Recognise geographical issues affecting people in different places and environments.</p>	<p>Suggest questions for investigating.</p> <p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; looking at contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use / temperature, looking at patterns and explain reasons behind these,</p> <p>Make predictions and test simple hypotheses about people, places and geographical issues.</p>
Vocabulary	hot, cold, wet, dry, street	hot, cold, map, plan, globe, local area	address, local, distant, seasonal, location, route, landscape, environment, smaller, larger, beach, forest, sea, soil, port, city, desert, cliff, hill, river, vegetation, harbour, behind, ocean, mountain, valley, factories,	questions, evidence, conclusions	satellite image, aerial photographs, environments, questions, evidence, conclusions,	cause, effect, primary and secondary courses, investigate, scale, contrasting places, evidence, predictions, conclusions, data	evidence, predictions, conclusion, data, reasons, geographical issues

Cultural Capital	What can we find in our school grounds?	What geography features can we find near school?	What is the Great Barrier Reef like?	What can we do to stop the cliffs from disappearing?	What's it like to live near vesuvius?	What's it like to live in an Earthquake region of Japan?	How much light pollution is there in the world?
Learning opportunities				https://www.geography.org.uk/teaching-resources/investigating-coasts		https://www.natgeokids.com/ National Geographic for Kids	Visit National History Museum

Progression of skills in Geography - Field Work

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Observe the weather outside.	Observe and describe daily weather patterns. Identify and recognise different seasons and the patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.	Observe, record and name geographical features in their local environment.	Observe, record and explain physical and human features of their environment.	Observe, measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs and digital technologies.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork, observations, measurements and recordings.
Vocabulary	hot, cold, wet, dry, windy, snowy, damp, drizzle, sunny, fine	Maps, Globes, Symbols, Near, Far, Left, Right, Weather, Prediction, wind, snow, rain, hail, fog, wet, dry, hot, cold, wide, narrow,	Atlas, Compass points, North, South, East, West, Symbols, World map, Globe, Aerial photographs, aerial view, Landmarks, Human, Physical, Features, Evidence, Tally, Minutes, Metres, Findings, Graphs, Conclusion, local, distant	Globes, Digital mapping, Google Maps, Fieldwork, Observe, Measure, Record, Human features, Physical features, Local area, Sketch maps, Plans, Graphs, Compass points, Coordinates, Ordnance Survey symbols, Key, Environment, Observations Transport	8 point compass directions, North-east, North-west South-east, South-west Four-figure grid reference, Data collection	6 figure grid reference,s Annotations, Relative	Geographical questions
Cultural Capital	EYFS - Playtime weather (BBC)	CBeebies Newsround weather - met a weather man/woman	Watching the BBC weather live and online	Field trip to local river and canal to observe man-made and natural features	Field trip to local river and canal to observe man-made and natural features	Use school Weather Station to monitor local changes in the climate Field trip to observe local traffic calming systems	Speaking to OU about how a Weather Station is used to monitor climate change on a National scale Field trip to observe local traffic calming systems
Learning opportunities	Explore a map of the school grounds with the teacher. Children stand still and close their eyes (inside and out.) What can they hear, touch, taste, smell? Record experiences as a class sense map. Ask families to repeat the process at home.	Following a route on a map around the school building and grounds. Teacher takes digital photos of features in the school grounds from odd angles and close up. Print these off with a map. Children have to find their locations.	MET office Weather Warriors, Using a weather station to record rainfall and wind speed. Planning a route to follow on a map of the school grounds. Children takes digital photos of features in the school grounds from odd angles and close up. Print these off with a map. Group's swap their photos. Group's use the map to find their locations.	Observing and recording river features Use 4 compass points to follow directions in local area (North Bletchley) Make a river channel using plenty of builders' sand on the playground. What features can the children see? What happens in the school ground to water when it goes on different surfaces and slopes? Interview the caretaker to find out.	Plan a route and follow 4 compass points to follow direction in local area : Furzton	Traffic survey in our local area Use 8 compass points to follow directions at Howe Park.	Traffic survey in our local area Plan a route and follow 8 compass points from school to Howe Park.

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