

<b>Geography Skills Progression</b>								
<b>EYFS Skills</b>	<b>KS1 Skills</b>	<b>Year 1</b>	<b>Year 2</b>	<b>KS2 Skills</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Locational Knowledge (linked to Geographical Skills)</b>								
Identify land and sea on a map.	<b>Name and locate the world's seven continents and five oceans.</b>	Understand and explain what a <i>continent</i> is.	Understand and explain what an <i>ocean</i> is.	<b>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 characteristics, countries, and major cities.</b>	Locate and name the continents and major oceans on a World Map.	Locate and name the continents, major oceans and physical features such as rivers and mountain ranges on a World Map.	Locate the main countries in Europe and North or South America.	On a world map locate and label the 7 continents, a range of countries and surrounding oceans.
		Use maps and a globe to identify continents.	Use maps and a globe to identify oceans.		Locate the main countries of Europe including Russia.	Locate and describe some areas of similar environmental regions, either desert, rainforest or temperate regions.	Locate and name principal cities.	Compare and contrast their main environmental regions (including Biomes), key physical and human characteristics, and major cities.
		Understand that maps and a globe show the same thing.			Identify capital cities of Europe.		On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions and explain why they form there.	
Identify the Isle of Wight, Cowes and Newport on a map.	<b>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</b>	Understand and explain what a <i>country</i> is.	Understand and explain what a <i>capital city</i> is.	<b>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</b>	Locate and name the countries making up the British Isles, United Kingdom and Great Britain with their capital cities.	Locate and name the main counties and cities in/around the Isle of Wight.	Compare two different regions in the United Kingdom - rural/urban.	Linking with local History, map how land use has changed in local area over time.

	<b>Kingdom and its surrounding seas.</b>	Label a map of the United Kingdom with the four countries.	Label a map of the United Kingdom with the four capital cities.	<b>topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</b>	Identify the longest rivers in the UK and the highest mountains.	Describe the Isle of Wight's location in relation to the rest of the United Kingdom.	Locate and name the counties and major cities of choice in England.	Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.		
				<b>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).</b>	Identify the position and significance of the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn.	Understand what longitude and latitude are.	Explain what is Greenwich mean time/prime meridian?	Locate, plot and describe the longitude and latitude lines of the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn.	Linking with History, compare land use maps of UK from past with the present, focusing on land use.	Understand how these features have changed over time.
									Locate and plot the longitude and latitude lines of the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn.	Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.
<b>Place Knowledge</b>										
Name countries other than the United Kingdom.	<b>Understand geographical similarities and differences through studying the human and</b>	Locate a non-European country on a map or a globe.	Ask geographical questions about differing localities; one in UK and one non-European.	<b>Understand geographical similarities and differences through the study of human and physical</b>	Describe a region of the UK with a region in Europe, e.g. local hilly area with a flat one or below sea level.	Understand geographical similarities and differences through the study of human and physical	Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link	Evaluate a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade of		

	<b>physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</b>	Look at an area of the United Kingdom and ask geographical questions about it.	Look at pictures of localities in the past and present and talk about how it has changed.	<b>geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</b>	Links with Science and rocks (geology).	geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	to Fairtrade of bananas in St Lucia (see Geography.org etc. for free and commercially available packs on St Lucia focussing on Geography).	bananas in St Lucia (see Geography.org etc. for free and commercially available packs on St Lucia focussing on Geography).
		Express views about differences between places.	Give reasons to support views about differences between places.				Understand some of the reasons for similarities and differences.	
		Draw and label pictures to show differences between places.	Write comparatively about differences between places.					

### Human and Physical Geography

Name different types of weather.	<b>Identify seasonal and daily weather patterns in the United Kingdom</b>	Observe and record the weather at different times of the day and year using pictures or writing.	Express opinions and ask and answer questions about the weather and seasons.	<b>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</b>	Describe key aspects of physical geography including rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.	Explain and demonstrate an understanding of key aspects of physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforests).	Explain and demonstrate an understanding of key aspects of Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.	Describe, explain and understand key aspects of Physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.
	<b>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</b>	Use maps and a globe to identify the Equator and the hottest places in the world.	Use maps and a globe to identify the North and South Poles and the coldest places in the world.				Introduce and explain the effects of weathering of physical environments.	Understand the formation of volcanoes and earthquakes and introducing how Tsunami's are different.

	<b>Use basic geographical vocabulary to refer to key physical features.</b>	Understand and explain what is meant by: <i>beach, coast, forest, mountain, sea, river, season and weather.</i>	Understand and explain what is meant by: <i>cliff, hill, ocean, soil, valley and vegetation.</i>						
Name different familiar places and features.	<b>Use basic geographical vocabulary to refer to key human features.</b>	Understand and explain what is meant by: <i>city, town, village, farm, house and shop.</i>	Understand and explain what is meant by: <i>factory, office, port and harbour.</i>	<b>Describe and understand key aspects of: 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.</b>	Describe and understand key aspects of Human geography including trade links in the Pre-roman and Roman era.	Describe and explain the different types of settlements in modern Britain: villages, towns, cities.	Describe and understand key aspects of Human geography including trade between UK and Europe and ROW.	Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T).	
					Investigate types of settlements in Early Britain linked to History. Understanding of why early people choose to settle there.			Fair/unfair distribution of resources (Fairtrade).	Evaluate the effectiveness and demand for renewable energies such as wind and solar.
					Investigate types of settlements in Viking, Saxon Britain linked to History.			'Vestas' wind turbine manufacturing link/visit? IOW.	
<b>Geographical Skills and Fieldwork</b>									
Use language of position and direction correctly such as <i>up, down, forwards and backwards</i>	<b>Use simple compass directions and locational and directional language, to describe the location of features and routes on a map.</b>	Use directional language correctly, such as <i>near, far, left and right.</i>	Use simple compass directions correctly, such as <i>north, south, east and west.</i>	<b>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the</b>	Learn the eight points of a compass, <b>2</b> figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey	Learn the eight points of a compass, <b>4</b> figure grid reference (maths co-ordinates), symbols and key (including the use of a simplified Ordnance Survey	Use the eight points of a compass, <b>4</b> figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in	Extend to <b>6</b> figure grid references with teaching of latitude and longitude in depth.	
		Use a simple picture map to	Use a map to follow a route around the local area.					Expand map skills to include non-UK countries.	

		move around the school.		<b>United Kingdom and the wider world.</b>	maps) to build their knowledge of their locality.	maps) to build their knowledge of their locality and the UK.	the past and present.	Design own maps of a local feature.
<b>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.</b>		Look at aerial photos of the school and label it with key features.	Look at aerial photos of the local area and label it with key features.	<b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b>	Learn how to use an atlas including the support of the glossary and index.	Use maps and atlases to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
		Look at a simple map of the school and identify the things they know and have seen	Look at a simple map of the local area and identify the things they know and have seen					
		Draw a simple map of the school with a key.	Draw a simple map of the local area with a key.					
<b>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.</b>		Observe and record features around the school.	Observe and record features around the local area and compare to the school.	<b>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.</b>	Use simple fieldwork techniques, such as sketch maps, to observe and record the human or physical features in the local area.	Use a range of fieldwork techniques to observe and record the human or physical features in the local area.	Use a range of more complex fieldwork techniques to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use a range of more complex fieldwork techniques to accurately observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
		Take photos around the school and explain what they show.	Take photos of the local area and explain or write about what they show.					
		Create memory maps for a walk around school.	Create journey sticks for a walk around local area.					