

Geography – Progression of Skills and Knowledge: EYFS to Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	<p>I notice things in the place where I am and react to them by commenting. I can start to ask questions.</p> <p>I can respond to questions - like what and where?</p>	<p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (comparing Stockport and Kalahari Desert/South Pole)</p> <p>Name, describe and compare familiar places</p> <p>Link their homes with other places in their local community</p> <p>Know about some present changes that are happening in the local environment e.g. at school</p> <p>Suggest ideas for improving the school environment</p>	<p>I can describe how an area of the UK is different to a non EU locality (Africa)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Band 2)</p>	<p>I can use maps, globes and electronic maps to locate countries and describe features</p> <p>I can talk about how places relate to each other (study of European country vs UK)</p> <p>Recognise there are similarities and differences between places (Band 3)</p> <p>Develop an awareness of how places relate to each other (Band 3)</p>	<p>I can identify the regions in the UK</p> <p>I can understand the physical and human similarities and differences of a region of the UK and a region outside of the EU</p> <p>Know about the wider context of places – region, country (Band 4)</p> <p>Understand why there are similarities and differences between places (Band 4)</p>	<p>I can understand how regions of the UK have changed over time</p> <p>I can compare physical and human features of a UK region and the Maya region, looking at similarities and differences</p> <p>Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences (Band 5)</p>	<p>I can compare and contrast the similarities and differences through the study of a region in the UK and a region within South America</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European Country, and a region within North or South America (Band 6)</p>

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Geographical Skills and Fieldwork	<p>I can use some of my senses to observe places</p> <p>I can identify simple types of buildings and places around me and know their own special features.</p> <p>I can play games with globes and maps. I can draw my own simple picture maps and plans with labels of places I know, or imaginary places or stories.</p> <p>I may use my own symbols.</p>	<p>I can use observational skills and fieldwork to study the school and surrounding area</p> <p>I can use aerial photographs to identify landmarks in my local area</p> <p>I can use directional language to describe a route using a map and construct a simple map</p> <p>Ask simple geographical questions e.g. what is it like to live in this place?</p> <p>Make simple maps and plans e.g. pictorial place in a story</p> <p>Use simple observational skills to study the geography of the school and its grounds</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</p>	<p>I can use maps and other resources to identify where the UK is in the world, along with locating the position of the north and south poles on a globe and map</p> <p>I can use 4 compass points to describe direction and location, using a map</p> <p>I can use aerial photographs to recognise landmarks and human and physical features and construct basic symbols in a key</p> <p>I can use observational skills and fieldwork to study a locality outside of school Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Band 2)</p> <p>Use simple compass directions (North, South, East and West)</p>	<p>I can make comparisons between two places and discuss my findings</p> <p>I can have open discussions and listen to other people's opinions when discussing different aspects of Geography</p> <p>I can use appropriate vocabulary relating to a specific subject area and use it correctly</p> <p>I can begin to use fieldwork to observe, measure and record the human and physical features of our local area, by making sketch maps, graphs and using digital technology, e.g. cameras</p> <p>I can use maps, globes and electronic maps to locate countries and describe features studied</p> <p>I can use standard symbols, and</p>	<p>I can use specific geographical vocabulary and terms in the correct context</p> <p>Use fieldwork to observe, measure and record the human and physical features of our local area, by making sketch maps, graphs and using digital technology, e.g. cameras, rain gauge</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>I can use maps, globes and electronic maps to locate countries and describe features studied</p> <p>I can begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p>I can plan an enquiry based activity e.g. water cycle activity</p> <p>Understand and use a widening</p>	<p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle</p> <p>I can use specific vocabulary that links to an area of study and ensure that it is understood and used in the right context</p> <p>I can use maps to support debates and decisions about the location of places (link to Sensational Stockport)</p> <p>I can use fieldwork to observe, measure and record human and physical features in the local area using a range of methods e.g. sketch maps, graphs, OS maps etc and understand keys and symbols in ordnance survey maps to build their knowledge of the UK</p> <p>Understand and use a widening range of geographical</p>	<p>I can use a wide range of vocabulary that is specific to what I am learning about and be used in the right context</p> <p>I can use four and six grid references, an eight-point compass and understand symbols and keys on ordnance survey maps to build knowledge of the wider world</p> <p>I can build my knowledge of the UK and the wider world using a variety of resources e.g. maps, atlases, globes and electronic maps to locate countries and areas studied (Rainforests)</p> <p>I can draw maps accurately and add keys to explain what different parts mean</p> <p>I can use fieldwork to observe, measure and record human and</p>

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			<p>and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map (Band 2)</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 (Band 2)</p> <p>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 (Band 2)</p>	<p>understand the importance of a key</p> <p>I can create a simple scale drawing and describe the features of my drawing</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. (Band 3)</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why (Band 3)</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office (Band 3)</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate</p>	<p>range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. (Band 3)</p> <p>Make more detailed fieldwork sketches/diagrams (Band 3)</p> <p>Use fieldwork instruments e.g. camera, rain gauge (Band 3)</p> <p>Measure straight line distances using the appropriate scale (Band 4)</p> <p>Explore features of OS maps using 6 figure grid references (Band 4)</p> <p>Use four figure grid references (Band 3)</p> <p>Use the 8 points of a compass (Band 3)</p> <p>Plan the steps and strategies for an enquiry (Band 4)</p>	<p>terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Band 5)</p> <p>Understand and use a range geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc. (Band 6)</p> <p>Use maps, charts etc, to support decision making about the location of places e.g. new bypass (Band 6)</p> <p>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 (Band 6)</p>	<p>physical features in the local area using a range of methods</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Band 5)</p> <p>Use the right points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world (Band 6)</p> <p>Use maps atlases, globes and digital/computer mapping to locate countries and describe features studied (Band 6)</p>

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				<p>countries and key features (Band 3)</p> <p>Make plans and maps using symbols and keys (Band 3)</p> <p>Communicate findings in ways appropriate to the task or for the audience (Band 3)</p> <p>Ask and respond to geographical questions, e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? (Band 3)</p>			<p>Draw accurate maps with more complex keys (Band 4)</p>

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Human and Physical Geography	<p>I can use secondary sources – pictures, photos, stories, films to find out about a place</p> <p>I can tell you what a place is like in simple terms</p>	<p>I can identify the human and physical features of our school and surrounding area e.g. weather patterns, seasonal changes in our local area</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Describe seasonal weather changes (Band 1)</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Band 2)</p>	<p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>I can identify the location of hot and cold areas of the world</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (Band 2)</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Band 2)</p>	<p>I can locate a country in Europe and describe the key physical and human characteristics</p> <p>I can focus on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Describe and understand the key aspects of physical geography, including: volcanoes</p> <p>I can describe and understand aspects of human geography, land use, economic activity, including trade links</p> <p>I can identify types of settlements in modern Britain: villages, towns, cities</p> <p>Identify human and physical characteristics, what land was used for and begin to understand</p>	<p>I can understand how regions of the UK have changed over time</p> <p>I can 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</p> <p>I can make links to the water cycle by exploring weather patterns around the world and explain key natural resources e.g. reservoirs, rivers etc.</p> <p>I can describe and understand key aspects of physical geography, including: the water cycle</p> <p>Describe human features of UK regions, cities and / or counties (Band 4)</p> <p>Understand the effect of landscape features</p>	<p>I can describe and understand aspects of human geography, land use, economic activity, including trade links</p> <p>I can investigate why different civilisations seek to manage and sustain their environment</p> <p>I can describe and understand the key aspects of rivers, mountains and earthquakes</p> <p>I can investigate the making of rivers and surrounding waters, and investigate how they erode, are used for transport and depositing materials</p> <p>Understand how humans affect the environment over time (Band 5)</p> <p>Understand why people seek to manage and sustain their environment (Band 5)</p>	<p>Understand the similarities of a region within the UK and South America, looking at human and physical geography</p> <p>Understand the differences of a region within the UK and South America, looking at human and physical geography</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of North America</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Band 6)</p> <p>Understand about weather patterns around the world and</p>

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				<p>how these have changed over time</p> <p>Identify physical and human features of a locality (Band 3)</p> <p>Explain about weather conditions/patterns around the UK and parts of the world (Band 3)</p> <p>Know the physical features of coasts and begin to understand erosion and deposition (Band 5)</p> <p>Describe and understand the key aspects of physical geography, including: climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Band 6)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour,</p>	<p>on the development of a locality (Band 4)</p> <p>Describe how people have been affected by changes in the environment (Band 4)</p> <p>Explore weather patterns around parts of the world (Band 4)</p> <p>Explain about key natural resources e.g. water in the locality (Band 4)</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Band 5)</p> <p>Know how rivers erode, transport and deposit materials (Band 5)</p> <p>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 (Band 6)</p>	<p>relate these to climate zones (Band 5)</p> <p>Know about changes to the world environments over time (Band 5)</p>

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				height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. (Band 4)			

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Locational Knowledge	<p>I know and can use simple geographical vocabulary e.g. near/far up/down, wet, dry.</p> <p>I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house.</p>	<p>I can name, locate and identify characteristics of the four countries of the UK</p> <p>Use world maps to identify the UK in its position in the world</p> <p>I can locate London and Stockport on a map of the UK Understand how some places are linked to other places e.g. road, trains (Band 1)</p> <p>Name, locate and identify characteristics of the four countries and their capital cities (Band 2)</p>	<p>I can name and locate the seven continents of the world using an atlas or globe and I can also name and locate the five oceans</p> <p>I can name, locate and identify characteristics of the four counties and capital cities of the UK</p> <p>I can name, locate and identify characteristics of the seas surrounding the UK</p> <p>Name and locate the world's seven continents and five oceans (Band 2)</p> <p>Name, locate and identify characteristics of the four counties and capital cities of the United Kingdom (Band 2)</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom (Band 2)</p>	<p>I can name and locate the countries and cities in the UK</p> <p>I can identify Russia and where the countries are in Europe</p> <p>I can compare the similarities of the UK and a region in a European country</p> <p>Name and locate the cities of the UK (Band 3)</p> <p>Identify where countries are within Europe; including Russia (Band 4)</p> <p>Know and describe where a variety of places are in relation to physical and human features (Band 5)</p>	<p>I can locate continents and their countries using maps, concentrating on the key physical and human features</p> <p>I can talk about the features of a place that is not in the UK</p> <p>I can compare and contrast how people live in many different ways dependent on where in the world they live and the climate conditions</p> <p>I can explore how our locality is set within wider regions and understand the distance between places near and far</p> <p>I can use a map to explore the different shapes of continents and be able to name them confidently</p> <p>Know and describe where a variety of places are in relation to physical and human features (Band 5)</p>	<p>I can identify topographical features of countries within North America. These features typically include natural formations such as mountains, rivers, lakes, and valleys. Manmade features such as roads, dams, and cities may also be included.</p> <p>I can use maps, atlases, globes and electronic maps to locate countries, regions and understand their wider context</p> <p>I can locate the world's countries using maps, atlases and globes, linking built up cities and populated areas to trade study</p> <p>I can recognise the shape of different continents</p> <p>I can discuss where places are, such as cities, towns, villages, train stations, rivers and ports, in relation</p>	<p>I can understand the significance of longitude, latitude, Equator, N and S Hemisphere, Artic, Antarctic, Tropics, Prime (GMT) and time zones</p> <p>I can investigate our changing world by looking at environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify the position and significance of the 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) (Band 6)</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night (Band 5)</p>

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					<p>Demonstrate knowledge of features about places around him/her and beyond the UK (Band 4)</p> <p>Recognise that people have differing quality of life living in different locations and environments (Band 4)</p> <p>Know how the locality is set within a wider geographical context (Band 4)</p> <p>Recognise the different shapes of continents (Band 4)</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (Band 6)</p>	<p>to their physical features</p> <p>Identify the physical characteristics and key topographical features of the countries within North America (Band 5)</p> <p>Know about the wider context of places e.g. county, region and country (Band 5)</p> <p>Know location of: capital cities of countries of British Isles and UK, seas around UK, European Union countries with high populations and large areas and the largest cities in each continent (Band 5)</p> <p>Recognise the shape of different continents (Band 5)</p> <p>Know and describe where a variety of places are in relation to physical and human features (Band 5)</p> <p>Identify where counties are in the UK</p>	<p>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 and human characteristics, countries, and major cities (Band 6)</p>



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						and their key topographical features (Band 3)	