



Progression of skills for Geography

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contextual world knowledge of locations, places and geographical features.	Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.						
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.			
Associated Geographic Knowledge and Vocabulary	<i>Forward, backwards, behind, in front, left, right, city, town, Canning Town, London, road, park, house, street.</i>	<i>North and South Poles, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas. Local scale study UK & Non - European country</i>	<i>Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time. Local scale study UK & Non - European country</i>				



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Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space.	Extending from the familiar and concrete to the unfamiliar and abstract Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.						
	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from Stories, non-fiction texts and maps. Understand some important processes and changes in the natural world around them, including the seasons.	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.			
Associated Geographic Knowledge and Vocabulary	<i>Hot, cold, rain, snow, mountain, hill, lake, river, sea, ocean, land, plants, trees, park,</i>	<i>Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator & North & South Poles</i>	<i>Describe and understand key aspects of: Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.</i>				



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Geographical enquiry , the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.		Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.		Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.	
Associated Geographic Knowledge and Vocabulary	<i>Map, measure, season, sun, weather, rain, cloud, Where is it? What is it like? Why is it different? How does it change? What lives there? How do we use it? How can we help it?</i>	<i>Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.</i>		<i>Develop questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Fieldwork in local & wider localities & more distant locality.</i>			