



# Geography Progression



	Using geography enquiry and skills	Using locational knowledge	Using place knowledge	Using human and physical geography	Using geographical skills and fieldwork	
EYFS	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')	Recognise some similarities and differences between life in this country and life in other countries	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Begin to understand the need to respect and care for the natural environment and all living things	Draw information from a simple map	
	Ask open ended questions	Recognise some environments that are different from the one in which they live		Understand the effect of changing seasons on the natural world around them	Familiarise children with the name of the road, and or village/town/city the school is located in	
	Ask questions to find out more and to check they understand what has been said to them	Use relevant, specific vocabulary to describe contrasting locations		Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features		
Year 1	Ask questions about things that intrigue me	Name and locate the four countries that make up the United Kingdom	Understand geographical similarities and differences of a small area of the United Kingdom	Identify seasonal and daily weather patterns in the United Kingdom	Use world maps, atlases and globes to identify the United Kingdom and its countries	
	Respond to closed questions like what and where	Locate the capital cities in the United Kingdom		Begin to identify hot and cold parts of the world	Use equipment and observational skills to measure and record weather in the school groups	
	Respond to observations showing an interest	Locate the surrounding seas of the United Kingdom		Use geographical vocabulary to refer to physical features (forests, river, soil, vegetation, hill, mountain, season and weather)	Use aerial photographs to recognise landmarks and basic human and physical features	
Year 2	Ask geographical questions that intrigue me	Name, locate and the characteristics of four countries that make up the United Kingdom	understand geographical similarities and differences of a small area in a contrasting non-European country	Use geographical vocabulary to refer to human features (city, town, village, farm, factory, house and shop)	Devise a simple map	
	Respond to both open and closed questions	name and locate the world's seven continents		Identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Use world maps, atlases and globes to identify the United Kingdom and as the countries, continents and oceans (studied at this key stage)	
	Respond to observations showing an interest and potential for further enquiry			Use geographical vocabulary to refer to physical features (beach, cliff, coast, sea, ocean and river)	Use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right) to describe the location of features and routes on a map	
	Observe and record buildings of the local area	name and locate the world's five oceans		Use geographical vocabulary to refer to human features (city, town, village, farm, house, port, harbour and shop)	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	
Year 3	Use sources of evidence to generate questions	Use atlases and globes to locate the countries around Mediterranean Sea	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Europe	Devise a simple map using basic symbols in a key	Use simple fieldwork and observational skills to study the features of its surrounding environment	
	Respond to both open and closed questions by beginning to use evidence to support my answers	Name and locate counties and cities of the United Kingdom		Label the Mediterranean on a map and surrounding countries	Use maps, atlases and globes mapping to locate countries	
	Respond to observations showing an interest and identify further enquiry	Name and locate where rain-forests can be found		Identify and label parts of a river (source, meander and mouth)	Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world	
				Describe and understand how earthquakes happen	Sketch a simple map using basic symbols in a key	
	Understand layers of Earth	Use aerial photographs and plan perspectives to describe landmarks and basic human and physical features				
	Identify the significance of rivers (Transportation, water source, food and historical)	Use a range of cross curricular skills to find information				
Year 4	Use sources of evidence to generate and respond to questions	Locate the main countries in North America and identify major cities	Understand geographical similarities and differences through the study of human and physical geography of a region of North America	Understand human settlement can change environment over time	Use the eight points of a compass and four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
	Ask and respond to both open and closed questions by beginning to use evidence to support my answers	Identify the key physical characteristics of the USA		Understand the formation of mountains		
	Form an opinion based on evidence	Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere		Understand the process of the water cycle including transportation	Use a range of cross curricular skills to source information	
				Identify the five oceans and surrounding seas	Use fieldwork to observe, measure, record and present the human and physical features including sketch maps, plans and graphs	
	Describe and understand the key aspects of physical geography (including climates and mountain ranges)	Identify key topographical features (including hills, mountains, coasts and rivers)		Describe the impacts of tourism on a mountain region	Use maps, atlases, globes and mapping to locate countries and describe features studied	
	Understand how oceans have been impacted by climate change					
	Explore what life is like in the layers of the ocean					
Describe the effects of a natural disaster at sea (Tsunami)						
Year 5	Ask and respond to open questions/texts/pictures where an explanation or opinion is necessary	Name and locate geographical regions using atlases	Understand geographical similarities and differences through the study of human and physical geography of islands around the world	Locate and understand the importance of biomes and vegetation belts	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
	Ask and respond to both open and closed questions by beginning to use evidence to support my answers	Understand how land-use patterns have changed over time		Describe and understand fair/unfair distribution resources	Use six-figure grid references, symbols and key to build their knowledge of wider world	
	Compare opinions with others based on evidence and examples (historically important areas)	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and time zones		Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and time zones	Describe the distribution of natural resources including energy, food, minerals and water	Use a range of methods, including sketch maps, plans and graphs, and digital technologies.
				Identify and locate the different climate zones and their features	Identify and explain the land use of a river and areas around	Use a range of cross curricular skills to interpret information
Know the impacts of flooding on people and the environment						
Year 6	Ask and respond to open questions/texts/pictures where an justification is necessary	Understand the impact of human geography in Arctic and Antarctic and how it has changed over time	Understand geographical similarities and differences through the study of human and physical geography in contrasting regions	Describe the climate zones across the world	Use maps, atlases, globes and digital/computer mapping to locate countries and describe in depth features studied	
	Ask and respond to both open and closed questions by beginning to use evidence and case study examples to support my answers	Locate the world's countries using maps to focus on their environmental neighbouring regions using atlases		Reflect upon of the impact of tourism in an area	Use six-figure grid references, symbols and key to build their knowledge of wider world	
	Form an opinion based on comparing the geographical features of a place with the past (population, land use)	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		Describe the types of settlement and changes in land use over time	Use fieldwork to observe, measure, record and present using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
				Describe economic activity including trade links and the distribution of natural resources	Use a wide range of cross curriculum skills to interpret a range of information	