



Geography Curriculum Progression of Skills

EYFS		
Geography – Progression of skills across the EYFS		
The table outlines the relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.		
3 and 4 Year olds		
<ul style="list-style-type: none">• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos		
Children in Reception		
<ul style="list-style-type: none">• Draw information from a simple map.• Recognise some environments that are different to the one in which they live.• Explore the natural world around them.• Understand that some places are special to members of their community		
Early Learning Goal		
People, Culture and Communities		
<ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.		
The Natural World		
<ul style="list-style-type: none">• 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.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		



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	KS1		KS2			
	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Cycle A Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Cycle A Name and locate the world's seven continents and five oceans.</p>	<p>Cycle A Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Cycle A On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in/around sussex.</p>	<p>Cycle A Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>Cycle A Linking with local History, map how land use has changed in local area over time.</p>
	<p>Cycle B</p>	<p>Cycle B</p>	<p>Cycle B Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p>	<p>Cycle B</p>	<p>Cycle B</p>	<p>Cycle B On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of</p>



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						erosion, hills, mountains and rivers. Understand how these features have changed over time.
Place Knowledge	Cycle A	Cycle A	Cycle A Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.	Cycle A 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.	Cycle A Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	Cycle A Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.
	Cycle B 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.	Cycle B 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 concentrating on islands and sea sides	Cycle B	Cycle B	Cycle B	Cycle B
Human & Physical Geography	Cycle A Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: forest, hill, mountain, soil, valley, vegetation, <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office.	Cycle A Use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Cycle A Types of settlements in Early Britain linked to History. Why did early people choose to settle there?	Cycle A Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Types of settlements in modern Britain: villages, towns, cities.	Cycle A Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).	Cycle A Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)



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	<p>Cycle B</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> key physical features, including: forest, hill, mountain, soil, valley, vegetation,. <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office. 	<p>Cycle B</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input checked="" type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Cycle B</p> <p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science:rock types.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Cycle B</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Cycle B</p> <p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p>	<p>Cycle B</p> <p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy e.g. coal mining past History and eco-power</p>
<p>Geographical Skills & Field work</p>	<p>Cycle A</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and</p>	<p>Cycle A</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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional</p>	<p>Cycle A</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>Cycle A</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>	<p>Cycle A</p> <p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to</p>	<p>Cycle A</p> <p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p>



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	physical features of its surrounding environment..	language [for example, near and far; left and right], to describe the location of features and routes on a map.			build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure 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.	Expand map skills to include non-UK countries. Use fieldwork to observe, measure 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.
	Cycle B	Cycle B Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Cycle B Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork 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.	Cycle B Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn the eight points of a compass, four-figure grid references. Use fieldwork to observe, measure 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.	Cycle B	Cycle B Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.