



Knowledge and Skills Progression: Geography

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EYFS

Locational Skills & Knowledge

Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Name the village and city the school is located in.

- I know about the features of my own immediate environment
- I know the name of the village and city the school is located in.
- I know about the features of the world and Earth.

Place Skills & Knowledge

Identify similarities and differences between places, drawing on my experiences and what has been read in class.

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.

- I know environments vary from one another.
- I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in

Manmade and Natural Geography Skills & Knowledge

Model the vocabulary needed to name specific features of the natural world, both natural and manmade

Understand the effect of changing seasons on the natural world around me.

- I know that some things in the world are man-made, and some things are natural.
- I know about the signs of summer and the associated weather e.g. and now identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.
- I know about the signs of autumn/winter and the associated weather.
- I know about the signs of spring and the associated weather.
- Look at aerial views and comment on buildings, open space, roads and other simple features.

Geographical Skills and Fieldwork Knowledge

Begin to use geographical skills, including first-hand observation, to enhance their locational awareness, Collect, analyse and communicate a range of data gathered through experiences of fieldwork. Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth. Communicate geographical information in a variety of ways e.g. maps and drawings.

Use and draw information from a simple map.

- I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.
- I know how to use and draw information from a simple map
- I know how to make simple maps of imaginary communities using a variety of construction resources.
- I know that simple symbols are used to identify features on a map.

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	Key vocabulary: Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural					
Year 1	<p>Know where we live (name of town, country).</p> <p>Name the capital of England</p> <p>Name Europe and at least one other continent.</p> <p>Identify the Pacific and Atlantic Oceans</p>	<p>Use appropriate physical themed vocabulary (eg. river, hill, mountain, forest, beach)</p>	<p>Use human themed vocabulary (eg. town, city, house, farm, village)</p> <p>Recognise that life is different in different parts of both the UK and the world.</p>	<p>Describe particular locations, using words such as quiet, noisy, busy, built-up etc.</p> <p>List two similarities and two differences between the UK and one other country.</p>	<p>Use a map to locate the UK and Leighton Buzzard.</p> <p>Know the difference between North and South</p>	<p>Recognise photographs and landmarks of the local area.</p> <p>Use photographs, stories and first-hand accounts to learn what it is like to live elsewhere in the world.</p>
Year 2	<p>Locate and name the four countries and capitals of the UK.</p> <p>Locate and name the seven continents and five oceans</p>	<p>Use a wider range of physical themed vocabulary (eg. valley, vegetation, ocean).</p> <p>Begin to describe and explain the weather.</p>	<p>Use a wider range of human themed vocabulary to describe places and regions (eg. port, harbour, factory, motorway, station).</p>	<p>List two similarities and two differences between the UK and one non-European other country.</p> <p>Begin to suggest reasons for these differences in terms of their physical and human geography.</p> <p>Express preferences about places.</p>	<p>Recognise and understand the four points of a compass, and use this language to describe relative positions (eg. Scotland is north of Bedfordshire).</p> <p>Begin to use maps, atlases and globes to locate places.</p>	<p>Recognise and describe the local area.</p> <p>Carry out a local study and discuss findings (this could be human or physical & could be recorded with photos).</p>
Year 3	<p>Name and locate cities, counties and regions of the UK.</p>	<p>Describe climate zones, using the language of equator, north and south pole, desert, tropical, polar regions.</p>	<p>Describe at least three different types of land use (eg. housing, farms, commercial).</p>	<p>Describe similarities and differences (both physical and human) between one European country and one North / South American country.</p>	<p>Describe similarities and differences (both physical and human) between one European country and one North / South American</p>	<p>Collect information through fieldwork, some of which should take place off-site (eg. making observations of rivers or lakes).</p>



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	Name and locate five European countries and five in North/South America.	Describe the water cycle using appropriate vocab (evaporation, rainfall, condensation etc). Recognise why the water cycle is vital for life on Earth	Begin to discuss the reasons why a particular place is suited to a particular use.	Begin to recognise how the environment can change over time.	country. Begin to recognise how the environment can change over time.	Record an observation in at least two different ways. (eg. using maps, sketches, graphs, photos and digital data).
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Year 4

Name and locate cities, counties and regions of the UK. Identify human and physical characteristics of the UK.

Name and locate five European countries and five in North/ South America.
Describe climate zones and vegetation belts (eg. savannah) Identify longitude, latitude, the equator and hemispheres

Describe the causes and effects of at least two natural disasters (eg. volcanoes & earthquakes).
Describe different types of land use and settlements, using language such as urban, rural, arable, commercial, residential.

Identify reasons why land is used in particular ways and link this to physical features
Describe similarities and

differences between one European country and one North /South American country.

Understand interactions between physical and human geography.
Correctly use maps, atlases and globes, including Ordnance Survey maps of the local area to build-up geographic knowledge.

Understand and use keys and symbols to read maps.
Draw information from a

range of sources, including photos, video, maps, satellite images and eyewitness accounts.

Record an observation in several ways (maps, sketches, graphs, photos and digital data)