



## Geography Progression of Skills

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Location Knowledge</b>		I can talk about some features of the areas where I live	<p>I can name and locate the seas surrounding the United Kingdom</p> <p>I can demonstrate knowledge about my local area</p> <p>I can discuss some</p>	<p>I can name the seasons and describe the basic UK seasonal weather patterns</p> <p>I can name some different parts of the UK and state that the weather may vary there</p> <p>I can describe locational and place</p>	<p>I can name the main countries in the Northern hemisphere and can name and locate capital &amp; major cities, major rivers</p> <p>I can explain where the 3 main rivers of the world are: Nile, Amazon</p>	<p>I can identify countries in the Northern and Southern Hemispheres in Europe, North and South America and locate them on a map</p> <p>I can locate: Mississippi, Mekong, Ganges, Danube, Yangtze rivers on the world map</p>	<p>I can name and locate many of the world's most mountainous regions (eg Rockies, Andes, Himalayas and Alps)</p> <p>I can locate more unusual rivers across the world and know why they are important: Sepik, Volga, Zambezi, Mekong</p>	<p>I can confidently use an atlas to locate key deserts in all 7 continents and be able to explain the key features such as cause and size</p> <p>I can explain where minerals are found around the world</p> <p>I can locate places studied in relation to the</p>



			aspects relating to the physical and human geography of my local area	knowledge about my locality, and the UK as a whole	and Danube			
			I can name and locate the 7 continents	I can explain that many different types of food come from the different UK regions	I can locate, describe and compare coastal environments in the UK	I can describe where the UK is located, using locational terminology (north, south, east, west) and name nearby counties	I can name and locate key topographical features of the UK	Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation
			I can name and locate the world's 5 oceans	I can name, locate and identify characteristic countries of the four capital cities and other main cities,	I can describe longitude and latitude	I can name and locate the UK's most significant river and mountain environments	I can begin to locate the tropical, temperate and polar climate zones on a globe or map, name examples and have some understanding of them	I can locate the tropical, temperate and polar climate zones on a globe or map, name examples and have some understanding of them
					I can locate the Equator, Northern and Southern hemisphere s, Tropics of	I can locate the		



<p><b>Location Knowledge</b></p>			<p>I know the relative locations of the continents and oceans to the equator and North and South Poles</p> <p>I can name and locate the capital cities of the UK on a map and can use the map to find out</p>	<p>e.g Manchester, within the of the United Kingdom, and its surrounding seas</p> <p>I can describe an island located inside and outside of Europe using geographical terms such as beach, forest, hill, Mountain, Ocean and valley, stating the differences &amp; similarities</p>	<p>Cancer and Capricorn, North and South Poles and Arctic and Antarctic Circles on world maps and globes</p>	<p>Prime/Greenwich Meridian on a globe and world map</p>		
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			where we live					
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	I can make observations about my local environment e.g	I can talk about features of my own immediate environment and how	I can name, describe and compare familiar places (local area)	I can understand geographical similarities and differences through studying the human and physical	I can understand why there are similarities and differences between places - with a focus	I can understand the wider context of places - region, country (within Europe)	I can compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences	I can understand the geographical similarities and differences through the study of human and physical geography of a region of the UK,
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<p><b>Place Knowledge</b></p>	<p>park, school, home</p> <p>I can comment and ask questions about aspects of my familiar world such as the place where we live</p>	<p>environments may vary from one another</p>	<p>I can understand some present changes that are happening in the local environment e.g. at school</p>	<p>geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>on a region within the UK.</p> <p>I can develop an awareness of how places relate to each other- region, town, city, county, hamlet etc</p>	<p>I can understand why there are physical and human similarities and differences between places within Europe</p>		<p>a region of a mainland European country and a region within North or South America</p>
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<b>Human and Physical Geography</b>	<p>I can use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow</p>	<p>I can make observations and express my views of the environment</p>	<p>I can identify seasonal and daily weather patterns in the United Kingdom</p>	<p>I can compare seasonal and daily weather patterns in the United Kingdom and another locality world wide</p>	<p>I can use Geographical vocabulary is used consistently throughout each piece of work</p>	<p>I can begin to use Geographical vocabulary correctly throughout pieces of work</p>	<p>I can use Geographical vocabulary correctly (all majority of the time) throughout pieces of work using evidence to explain an answer in more detail</p>	<p>I can use Geographical vocabulary correctly (all the time) throughout pieces of work using evidence to explain an answer in more detail</p>
	<p>I can show interest in the lives of people who are familiar to me</p>	<p>I can talk about past and present events in my life and the lives of family members</p>	<p>I can begin to use resources that are given to them, and their own observations, to ask and respond to questions about places and environments</p>	<p>I can express opinions compare and contrast the features of different geographical places</p>	<p>I can compare and contrast seasonal and daily weather patterns in the United Kingdom and parts of Europe</p>	<p>I can use evidence to explain an answer in more detail</p>	<p>I can explore and explain weather patterns around the world (continents) and relate these to climate zones, biomes and vegetation zones.</p>	<p>I can discuss the impact on climate change</p>
	<p>I can recognise and describe special times or events for</p>	<p>I know about similarities and</p>		<p>I can make observations in order to ask and respond to questions</p>		<p>I can begin to explore</p>	<p>I can explore trade</p>	



	<p>family or friends</p> <p>I can show interest in different occupations and ways of life</p> <p>I can talk about why things happen and how things work</p> <p>I can build on my understanding of growth, decay and</p>	<p>differences between others, and myself and among families, communities and traditions</p> <p>I can look closely at similarities, differences, patterns and change</p> <p>I know about similarities and</p>	<p>I can begin to use basic geographical vocabulary for physical and human features</p>	<p>about places and human and physical environments</p> <p>I can independently use basic geographical vocabulary for physical and human features</p>		<p>weather patterns in parts around the world (continents) and relate these to climate zones</p>	<p>I can describe the impact of human geography to physical geography</p>	
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changes  
over time

I can show  
care and  
concern for  
living things  
and the  
environmen  
t

differences  
in relation  
to places,  
objects,  
materials  
and living  
things

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<b>Geographical Skills and Fieldwork</b>	<p>I can talk about what I see on the way to school</p> <p>I can name simple features e.g trees, ground, wall, grass, road</p> <p>I can talk about some of the things I have observed such as plants, animals,</p>	<p>I can use some descriptive vocabulary to describe features e.g tall tree, long wall</p> <p>I can use simple directional language (near, far, in front, behind etc.)</p> <p>I can ask questions about my</p>	<p>I can use simple fieldwork and observational skills to study the geographical features of the local environment.</p> <p>I can use simple locational and directional language including simple compass points (N, E, S, W).</p>	<p>I can use simple fieldwork and observational skills to study the geography of key human and physical features.</p> <p>I can use world maps, atlases to identify the UK and contrasting localities.</p> <p>I can use maps, atlases and globes to identify the continents and oceans.</p>	<p>I can use a key to locate public services/amenities on a map</p> <p>I can use maps, atlases and digital mapping to locate countries and describe features studied.</p> <p>I can start to use the eight points</p>	<p>I can use maps, atlases, globes and digital mapping to locate countries; identify and describe features studied.</p> <p>I can collect and accurately measure</p>	<p>I can identify symbols on OS maps and can begin to use compass points confidently.</p> <p>I can identify a location using lines of latitude and longitude.</p> <p>I can research, represent and interpret data regarding extreme weather and climate.</p> <p>I can start to analyse and draw conclusions about a place, based on</p>	<p>I can read OS maps, identify common symbols and use the 8 compass points.</p> <p>I can use longitude and latitude to identify locations (including time zones).</p> <p>I can use fieldwork to create representations of a location.</p>
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	<p>natural and found objects</p>	<p>familiar world (where they live or the natural world)</p> <p>I can discuss daily weather/seasons</p> <p>I can make observations of animals and plants and explain why some things occur, and</p>	<p>I can devise a simple map and use basic symbols in a key of a known specific area.</p> <p>I can use world maps, atlases and globes to identify the UK and its countries</p> <p>I can use locational and directional language e.g. near, far,</p>	<p>I can use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic</p>	<p>of a compass, introduce four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>I can use orienteering</p>	<p>e information (e.g. rainfall, temperature, wind speed, noise levels etc.).</p> <p>I can choose appropriate resources to investigate an aspect of an area.</p>	<p>a range of statistics.</p> <p>I can start to use a range of resources to give support to details and opinions of the characteristic features of a place.</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries</p> <p>I can use the eight points of a compass, extend</p>	<p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries</p>
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<p><b>Geographical Skills and Fieldwork</b></p>		<p>talk about changes</p>	<p>left, right, up, down, forwards and backwards</p> <p>I can describe the location of features and routes on maps and photos of a known specific area.</p> <p>I can conduct a survey to collect data (eg. types and numbers of plants /</p>	<p>symbols in a key</p>	<p>skills to find different locations.</p> <p>I can collect data with a focus on human geography, and start to identify links to physical geography</p>	<p>(topic specific)</p>	<p>to eight-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present</p> <p>I can use fieldwork (residential and non-residential) to observe, measure and record the human and physical features in the wider area using a range of methods, including sketch maps, plans and graphs, and</p>	<p>and describe features studied.</p> <p>I can use fieldwork to observe, measure and record the human and physical features in the wider area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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weather patterns)  
  
I can use simple digital technology to record what is seen and support observation

digital technologies.  
  
I can use orienteering skills to locate different objects on a given map. Study the environment by pond dipping and stream studies

I can introduce the use of quadrants to compare the school and local environment



<b>Vocabulary</b>	trees	under	beach cliff	vegetation	rivers	volcano	topography	Name and locate countries/cities on other continents that might be / have been in the news: Afghanistan Iran Iraq, Saudi Arabia, Yemen, North & South Korea, Hong Kong, Zimbabwe Sudan  economy, zone/sphere of influence, demographic
	grass	through	coast	seasonal daily <i>(weekly monthly etc) fortnight</i>	mountains, natural resources,	earthquake	erosion stock	
	ground	next to	forest hill	<i>January February (etc)</i>	characteristic	<i>epicentre zenith focus tectonic</i>	stack column cave cliff wave	
	wall	behind	mountain		climate zones, vegetation belts		force friction gravity <i>(from Sci NC)</i>	
	road	seasons	sea ocean	<i>island peninsula</i>	<i>(forest, grassland, tundra, desert, ice sheet)</i> climate	biome <i>vegetation region</i>		
	weather	forest	river soil		soil <i>tropical temperate</i>	dominant environmental	<i>latitude longitude Equator, N&amp;S Hemisphere, Tropics of Cancer &amp; Capricorn, Prime/Greenwich Meridian</i>	
	hot	river	valley		igneous metamorphic sedimentary	<i>anemometer barometer</i>		
	cold	beach	continent	poles equator <i>temperature thermometer</i>	pressure heat	water cycle, precipitation		
	wet	house	month					
	snow	school	year					



<b>Vocabulary</b>		<i>desert (vaguely; i.e. more detail at Y3) rain gauge, wind sock, wind vane</i>	<i>compare order value rank represents, stands for, exact(ly) round nearest</i>	<i>crystals fossil organic (from Sci NC)</i>	<i>on evaporation condensation (from Sci NC)</i>	<i>Name and locate remaining countries and capitals of the Americas</i>	<i>recurring quantities scale proportion ratio (from Maths NC)</i>  <i>adaptation evolution, survival of the fittest, (from Sci NC)</i>
		<i>equal to, more/less than, larger smaller most least half whole share group</i>	<i>fractions</i>  <i>symbol calculate, measuring scale</i>	<i>corresponding equivalent positive negative</i>  <i>round up/down, approximate(ly) estimate remainder data(base) row column cell</i>	<i>negative numbers</i>  <i>increase, decrease factor</i>  <i>plot quadrant origin</i>	<i>Identify countries and cities on other continents that are of interest to children eg Bangladesh Indonesia Malaysia Singapore, New Zealand, Madagascar</i>  <i>erosion</i>	
		<i>above below underneath centre</i>	<i>similarity difference office port harbour estuary bay</i>  <i>channel</i>	<i>Regions: North East, North West,</i>	<i>economic activity, trade links, land use,</i>	<i>distribution (of natural resources etc)</i>	



		<p><i>journey</i> <i>guess</i> <i>nearly</i> <i>roughly,</i> <i>close to,</i> <i>old(er)</i> <i>new(er)</i></p> <p><i>Europe</i> <i>Africa Asia,</i> <i>North &amp;</i> <i>South</i> <i>America,</i> <i>Antarctica</i> <i>Australia</i></p> <p><i>Pacific</i> <i>Atlantic</i> <i>Indian</i> <i>Arctic</i> <i>Antarctic</i> <i>(Southern)</i></p>	<p><i>material artificial</i> <i>natural (from Sci</i> <i>NC)</i></p>	<p><i>Yorkshire and</i> <i>the Humber,</i> <i>West</i> <i>Midlands, East</i> <i>Midlands, East</i> <i>Anglia,</i> <i>(Greater)</i> <i>London, South</i> <i>East, South</i> <i>West</i></p> <p><i>Orkney</i> <i>Shetland</i> <i>Herbrides</i> <i>archipelago</i></p> <p><i>authority</i> <i>council</i> <i>government</i> <i>borough</i> <i>district</i> <i>administration</i> <i>municipality</i></p>	<p><i>finance</i> <i>retail</i> <i>municipal</i> <i>industrial</i> <i>employme</i> <i>nt</i> <i>infrastruct</i> <i>ure, arable</i> <i>pastoral,</i> <i>mixed</i> <i>farming,</i> <i>carrying</i> <i>capacity,</i> <i>statistics</i> <i>contiguou</i> <i>s</i></p> <p><i>impact</i> <i>settlement</i> <i>waste</i> <i>sewage</i> <i>pollution,</i> <i>sound</i> <i>pollution</i></p>	<p><i>arrive depart</i> <i>statistics</i> <i>timetable, line</i> <i>graph, bar line</i> <i>chart, mode</i> <i>range</i> <i>maximum</i> <i>minimum</i> <i>outcome (from</i> <i>Maths NC)</i></p> <p><i>million (from</i> <i>Maths NC - so</i> <i>understand</i> <i>more than in</i> <i>Y3)</i></p>	
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<b>Vocabulary</b>			<i>England London Scotland Edinburgh Wales Cardiff, Northern Ireland, Belfast  area same different point  city town village factory farm house shop weekend  journey abroad</i>		<i>Arctic Circle, Antarctic Circle, tropics/tropical  hemisphere (from Maths NC)  region, case study, contrast compare  settlement locality community culture energy renewable minerals function (inter)national</i>	<i>(from Sci NC)</i>		
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			<i>capital</i> <i>country</i>		<i>canal</i> <i>waterway</i>			
			<i>object</i> <i>(from Sci</i> <i>NC</i>		<i>amount worth</i> <i>expensive</i> <i>(from Maths</i> <i>NC)</i>			
					<i>million</i> <i>billion</i>			