**Progression in Skills – Geography**

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** |
| **Geographical skills and fieldwork** |  | •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**  •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  •Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | •Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  •Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map  •**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** | • Use fieldwork to observe the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  •Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| **Human and Physical** |  | • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, **season and weather**  • Key human features, including: **city, town, village**, factory?, **farm,** **house, office**, port, harbour and **shop**  •**Identify seasonal and daily weather patterns in the United Kingdom** (Whickham) and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | •**Identify seasonal and daily weather patterns in the United Kingdom** and the **location of**  **hot and cold areas of the world in relation to the Equator and the North and South Poles**  • Key physical features, including: **beach, cliff,** **coast**, forest, hill, **mountain, sea, ocean**, river, **soil, valley, vegetation,** **season and weather** (Reference to Hawaii)  • Key human features, including: **city, town,** **village,** factory?, farm, **house**, office, **port, harbour** and shop(Reference to Hawaii) | • Physical geography, including: climate zones, biomes and vegetation belts, **rivers, mountains**, volcanoes and earthquakes, and the water cycle  • Human geography, including: **types of settlement and land use**, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| **Locational Knowledge** |  | •Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | •Name and locate the world’s seven continents and five oceans | • Name and locate counties and cities (Newcastle, Durham, Sunderland) of the United Kingdom, geographical regions (North East) and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. |
| **Place Knowledge** | **30-50 months**  • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (TW)  **40-60 months**  **ELG**  •They talk about the features of their own immediate environment and how environments might vary from one another.(TW)  •Knows that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that help to maintain the area they live in. (TW- Exceeding) | **•** Understand geographical similarities and differences through studying the human and physical geography of a **small area of the United Kingdom (Whickham)**, and of a small area in a contrasting non-European country | **•** 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 (Hawaii)** | **•** 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 |

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|  | **Year 4** | **Year 5** | **Year 6** |
| **Geographical skills and fieldwork** | **•Use the eight points of a compass**, **four** and six-**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.**  **•** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **•**Use the eight points of a **compass, four** and six-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**  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | **•**Use the eight points of a **compass, four and six-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**  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |
| **Locational Knowledge** | **•** Locate the world’s countries, **using maps to focus on Europe (including the location of Russia**) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | **•** Locate the world’s countries, **using maps to focus on Europe (including the location of Russia) and North and South America,** concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  **•**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 (including day and night)** | **•**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 (including day and night)** |
| **Human and Physical** | **•**Physical geography, including: climate zones, biomes and vegetation belts, **rivers,** mountains, volcanoes and earthquakes, and the **water cycle**  **•** Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and **water** | **•** Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  **•**Physical geography, including: **climate zones, biomes** and **vegetation belts**, rivers, mountains, volcanoes and earthquakes, and the water cycle | **•**Physical geography, including: **climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes,** and the water cycle  **•** Human geography, including: **types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water** |
| **Place Knowledge** | **•** 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 | **•** 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** | **•** 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** |