



# Geography Skills Progression

Autumn Term focus

Spring term focus

Summer term focus

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Investigate Places</b>	Locate place of study using a variety of geographical sources including Digital Mapping and understand their location in relationship to locations previously studied.						
	<ul style="list-style-type: none"> <li>▪ To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>▪ To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>▪ To talk about why things happen and how things work.</li> <li>▪ To develop an understanding of growth, decay and changes over time.</li> <li>▪ To show care and concern for living things and the environment.</li> <li>▪ To talk about the features of their own immediate environment and how environments might vary from one</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Use aerial photographs to basic human and physical features</li> <li>▪ Use simple fieldwork and observational skills to study the geography of a castle and its grounds</li> <li>▪ Identify the key human and physical features of its surrounding environment.</li> <li>▪ Use aerial photographs to identify basic human and physical features</li> <li>▪ Begin to ask and answer geographical</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use world maps, atlases and globes to name, locate and identify the UK and its countries, capital cities and surrounding seas.</li> <li>▪ Ask and answer geographical questions.</li> <li>▪ Identify key human and physical features using aerial photographs of the four countries.</li> <li>▪ Identify famous landmarks</li> <li>▪ Identify and describe the key features of cities, towns and villages.</li> <li>▪ Identify the similarities and differences between urban and rural areas.</li> <li>▪ Ask and answer geographical questions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features (Ancient Egypt)</li> <li>▪ Describe locations using human and physical features</li> <li>▪ Use maps, atlases, globes and digital computer mapping to locate countries and describe features (Europe)</li> <li>▪ Name and locate the equator</li> <li>▪ Ask and answer geographical questions about physical and human features (France)</li> <li>▪ Describe geographical similarities and differences between locations within countries studied (Nice, France and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a variety of geographical sources to locate area of study (Greece)</li> <li>▪ Identify the main human and physical characteristics of place of study</li> <li>▪ Use maps, atlases, globes and digital computer mapping to name and locate places of study</li> <li>▪ Use geographical sources to locate the equator, northern hemisphere, southern hemisphere, the tropics</li> <li>▪ Use a range of resources to identify key physical and human features of a location</li> <li>▪ Use fieldwork to observe and record the human and physical features in the local area using a</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a variety of geographical sources to locate place of study and analyse their effectiveness (continent of Africa and countries within it).</li> <li>▪ Use a range of geographical resources to give detailed descriptions and opinions of the characteristics features of a location.</li> <li>▪ Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a geographical source to locate place of study (allied, axis and neutral).</li> <li>▪ Identify and describe the geographical significance of latitude, longitude, equator, northern and southern hemisphere and time zones</li> <li>▪ Investigate how societies have adapted to living in disaster-prone areas.</li> </ul>



	another.	<p>questions.</p> <ul style="list-style-type: none"> <li>▪ Use simple fieldwork and observational skills to study the geography of Coventry and a coastal town.</li> <li>▪ Identify the key features of a location in order to say whether it is a city, town or coastal area.</li> <li>▪ Be able to find similarities and differences of Coventry and Coastal town including human and physical features.</li> <li>▪ Use aerial photographs to locate basic human and physical features</li> <li>▪ Name and describe key human and physical features of Coventry and a coastal town</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use world maps, atlases and globes to identify the world continents and oceans.</li> <li>▪ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (England) and of a contrasting non-European country (India)</li> <li>▪ Identify the location of hot and cold areas of the world in relation the equator and the north and south poles.</li> <li>▪ Use simple grid references</li> <li>▪ Use compass directions and locational language (near and far)</li> </ul>	<p>Coventry, England)</p> <ul style="list-style-type: none"> <li>▪ Use fieldwork to observe and record the human and physical features of local area using a range of methods including maps and plans</li> <li>▪ Investigate places</li> <li>▪ Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features</li> <li>▪ Use fieldwork to observe and record the human and physical features of local area using a range of methods including maps and plans (Lunt Fort)</li> </ul>	<p>range of methods including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none"> <li>▪ Name and locate geographical regions in the UK and identify their human and physical characteristics (mountains, rivers and key topographical features)</li> </ul>		
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Investigate Patterns</b></p>	<ul style="list-style-type: none"> <li>▪ To look closely at similarities, differences, patterns, and change</li> <li>▪ Children know that the environment and living things are influenced by human activity.</li> <li>▪ They can describe some actions which people in their own community do that help to maintain the area they live in.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Identify seasonal weather patterns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate early settlements and their location and make links with cities today.</li> <li>▪ Describe some of the simple characteristics (weather) of European countries in relation to the equator.</li> <li>▪ Investigate land use patterns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe geographical similarities and differences between similar locations (rainfall, temperature, etc) in relation to the equator and Tropics.</li> <li>▪ Describe key aspects of physical geography within the rainforest (layers and biodiversity)</li> <li>▪ Investigate land use patterns</li> <li>▪ Understand how some of the geographical features have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate changes in climate and explain the cause and effects (drought- Africa)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use Geographical Sources to develop Key Lines of Enquiry</li> <li>▪ Identify places in which earthquakes occur using a variety of sources (newspaper articles, accounts)</li> <li>▪ Collect and analyse statistics and other information in order to draw clear conclusions about locations (tectonic plates and earthquake locations).</li> <li>▪ Identify and describe the geographical significance of tectonic plates in relation to earthquakes.</li> <li>▪ Hypothesise the likelihood of a disaster in a given location using extrapolation of created sources (earthquake) Identify places in which Volcanoes occur using a variety of sources (including accounts and recounts)</li> <li>▪ Describe locations within the locality and understand the reasons for similarities and differences.</li> </ul>



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<p><b>Communicate Geographically</b></p>		<ul style="list-style-type: none"> <li>▪ Devise a simple map and use and construct basic symbols in a key (classroom, bedroom, playground)</li> <li>▪ Devise a simple map and use and construct basic symbols in a key</li> <li>▪ Read a simple map and understand symbols in a key including the four compass points (N,S,E,W)</li> <li>▪ Devise a simple map and use and construct basic symbols in a key including the four compass points (N,S,E,W)</li> <li>▪ Use location language (e.g. near and far) to describe the location of Coventry and a coastal town.</li> <li>▪ Describe the advantages and disadvantages of living in either Coventry or a coastal town.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Devise a simple map and use and construct basic symbols in a key including the four compass points (N,S,E,W)</li> <li>▪ Use simple grid references.</li> <li>▪ Use geographical vocabulary to inform others about a location (India)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe geographical similarities and differences.</li> <li>▪ Use literacy skills to communicate geographical understanding.</li> <li>▪ Explain own views about locations giving reasons.</li> <li>▪ Devise a simple map and use and construct basic symbols in a key including the eight compass points</li> <li>▪ Use simple grid references</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe key aspects of physical geography within the rainforest</li> <li>▪ Communicate the key aspects of rainfall using graphs</li> <li>▪ Describe geographical similarities and differences between places</li> <li>▪ Conduct a geographical enquiry into the physical and human changes in a location over time (deforestation)</li> <li>▪ Explain own views about a location giving reasons.</li> <li>▪ Use the 8 points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom.</li> <li>▪ Describe key aspects of physical geography (the water cycle).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe geographical similarities and differences between places</li> <li>▪ Describe and understand key aspects of human geography including economic activity.</li> <li>▪ Create maps of locations identifying patterns (population density and climate zones)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe and understand human geography including settlements, land use, economic activity, including trade links</li> <li>▪ Devise maps of locations identify patterns (tectonic plates and earthquake zones – tracing paper)</li> <li>▪ Conduct an independent geographical enquiry into volcanoes.</li> <li>▪ Explain how societies have adapted to living in disaster-prone areas.</li> <li>▪ Use the eight points of a compass, four-figure grid references, symbols and a key (Ordnance Survey) to communicate knowledge of the local area.</li> </ul>