**Progression of Skills in Geography**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **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. | Locate and name the continents on a world map.  Locate the main countries of Europe inc. Russia.  Identify capital cities of Europe.  Locate and name the countries making up the British Isles, with their capital cities.  Identify longest rivers in the world, largest deserts, highest mountains.  Compare with UK.  Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. | On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.  Name and locate the main counties and cities of the UK with a focus in/around the East Midlands. Identify key topographical features (coasts, rivers etc) | Locate the main countries in Europe and North or South America. Locate and name major cities.  Compare 2 different regions in UK rural/urban.  Locate and name the main counties and cities in England.  Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day | On a world map locate the main countries in Africa, Asia and Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Identify the significance of latitude, longitude, Northern & Southern Hemisphere and time zones.  Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. |
| **Place Knowledge** | Begin to 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. | 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. | Compare a region of the UK with a region in Europe. Identify similarities and differences in their human and physical geography. | 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. | Compare a region in UK with a region in N. or S. America with significant differences and similarities. (Amazon topic/USA) | Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences. |
| **Human & Physical Geography** | Identify seasonal and daily weather patterns in the United Kingdom.  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Use basic geographical vocabulary to refer to:   * key physical features, including forest, hill, mountain, soil, valley, vegetation. * key human features, including city, town, village, factory, farm, house, office. | Use basic geographical vocabulary to refer to:   * 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 | Describe and understand key aspects of:  Physical geography of mountains, volcanoes and earthquakes linking to What Makes the Earth Angry? topic.  Human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources in the Stone Age/ Pre-Roman Britain. | Describe and understand key aspects of:  Physical geography, including climate zones, biomes and vegetation belts and the water cycle.  Human geography  Including types of settlements in modern Britain: villages, towns, cities – focus on local area. (Links to past through Romans topic).  Make links between physical and human geography e.g. why many world cities are located by rivers. | Describe and understand key aspects of:  Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.  Human geography including trade between UK and Europe and ROW  Fair/unfair distribution of resources (Fairtrade).  Types of settlements in Saxon Britain linked to History. | Describe and understand key aspects of:  Physical geography including climate zones, biomes and vegetation belts and rivers.  Human geography including types of settlement and land use, economic activity including trade links (link to Vikings topic).  Make links between physical and human geography in coastal holiday destinations (Isle of Wight field trip) |
| **Geographical Skills & Field work** | Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use locational and directional language (near, far, left, right, up, down) to describe the location of features and routes on a map.  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, continents and oceans studied.  e a Use simple compass direction (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.  U 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Learn the eight points of a compass, 2 figure grid reference, some basic symbols and key (including the use of a simplified 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. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Begin to use the eight points of a compass. Use four-figure grid references, symbols and keys (including OS maps).  Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and plans. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use the eight points of a compass, four-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 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. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Begin to use 6 figure grid references with teaching of latitude and longitude Ordnance in depth.  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 (Isle of Wight field trip). |