GEOGRAPHY PROGRESSION OF SKILLS DOCUMENT

SKILL AREA	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	My Environment	Seasons and Weather The UK The Local Area	Hot and Cold Places Continents and Oceans Village in Mugurameno Village, Zambia	Climate Zones North America South America	Rivers South America – The Amazon Basin rainforests	Mountains Earthquakes and Volcanoes Greece	The UK My Local Area
Location Knowledge: General geographical knowledge, position and significance, UK and Global	Can find out about their environment and talk about those features they like and dislike. Pupils can express opinions on natural and built environments.	Understand that there are different places on the globe (land and sea) Understand the world is made up of countries and their capital cities. Name the four countries making up the British Isles, with their capital cities and locate them on a map. Name the surrounding seas of the United Kingdom. Identify the main features of each of the four countries that make up the United Kingdom.	Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the 7 continents and 5 oceans of the world on a map. Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.	Look at the position of the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle on a globe and world map. Locate North and South America Name and locate 4 countries within South America and their major cities. Locate main climate zone , the main human and physical features of North and South America, Rio de Janeiro and South East	Name and locate South America, its countries and capitals on an unmarked map. Locate the world's principal rivers, rainforests (and other biomes), including the Amazon Building on from Y3, identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer, Capricorn and the Arctic and Antarctic in relation to South America. Locate time zones around the world.	Use globes, atlases and maps to name and locate the world's principal mountains, volcanoes and areas at risk from earthquakes. Use maps to locate Europe, its countries and capital cities. Use maps to locate principal features of the region around Athens.	Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics Name and locate key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to areas studied. Understand how Rickmansworth fits into the wider world. (Europe, UK, England, Hertfordshire, Rickmansworth). Reach informed conclusions about the geographical similarities and differences through the study of human and physical geography of a region of the UK. Ask and respond to questions considering how a place(Rickmansworth) is changing and what patterns can be seen influencing these changes
Place Knowledge: Simple comparisons and contexts	Observe and identify features in the place they live and the natural world. Help children to find out about the environment by talking to people, examining photographs and simp0le maps and visiting local places. Encourage the use of words that help children to express opinions, e.g. busy quiet and pollution	Use images to recognise simple human and physical features of two contrasting areas of the UK (e.g. Scotland and England) Study pictures/videos of a locality and ask geographical questions, *e.g. What is it like to live in that place? How is this place similar/ different to the place I live in?* Express own views about a place, people and environment Draw and label pictures to show how places are different (Scotland and England)	Study pictures/videos of two differing localities, one small area in the UK (Rickmansworth) and one in a contrasting non – European country (Mugurameno Village in Zambia) And ask geographical questions e.g. what is it like to live in this place? How is this place similar/different to where I live? How is the weather similar/different? How are lifestyles similar/different? Draw pictures to show how places are different and write comparatively to show the difference.	Looking at a map of climate zones, children to use their prior knowledge of the world to identify the climate they think may exist in different parts of South America and North America. Compare to the UK. Consider how countries in the continent differ, e.g. rich/poor Brazil, hilly/icy Argentina Using photographs, children to make connections between: Brazil and the UK New York and London	Compare similarities and differences between the Amazon Basin and other places they have studied (South East Brazil). Compare the city of Manaus with where they live. Compare rivers they have studied (Amazon River) to the river Thames	Explain ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied (UK, North and South America)	

			Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.				
Human and Physical geography	Help children to notice and discuss patterns around them, e.g. rubbings from bricks, grates etc. Identify seasonal patterns Explore their local environment and talk about the changes they see Talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world.	: Know key physical features in the UK including: beach, coast, forest, hill, mountain, sea, river, weather Know human features in the UK, including: city, town, village, factory, farm, house, office shop Identify seasonal and daily weather patterns in the UK Express opinions about the seasons and relate the changes in clothing and activities e.g. winter = coat, summer = t-shirt.	Identify the human and physical features of the two localities studied. (Mugurameno and Rickmansworth) Verbalise and write about similarities and differences between these two places. Know where coldest places are in the world. Make predictions about where the hottest places are. Name the Equator and understand the places on the Equator are the hottest.	Describe some key aspects of physical geography, including climate zones and mountains. Identify the physical and human characteristics of a North America, e.g. The Rockies and South America, e.g. the landscape of Rio. Compare climate data for different locations (temperate and tropical climates) using simple graphs. Describe and understand some key aspects of human geography, e.g. trade links, tourism and economic activity	Describe some key aspects of physical geography, including rivers. Know the names of the world's rivers Know and explain the key elements, and features of a river Apply to the Amazon Research and discuss how water affects the environment, settlement environmental change and sustainability. Evaluate a range of possible flood prevention measures Research and describe why the rainforest is important and the impact of deforestation Know human beings have adapted to life in the rainforest and the Amazon.	Describe some key aspects of physical geography, including mountains, volcanoes and earthquakes. Explain ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens Explain ways in which the location and physical geography of a region impact on (and are impacted by) human activity, e.g. the key role of the Mediterranean Sea and core knowledge about mountains, volcanoes, earthquakes. Explain how people can respond to a natural disaster,	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Demonstrate an understanding about the physical features of coasts and begin to understand erosion and deposition. Describe and understand key aspects of human geography, including: types of settlement, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
Geography Skills: Enquiry See separate grid for detailed fieldwork plan.	Comment and ask questions about my world. Show care and concern for living things and the environment	Teacher led enquiries, to ask and respond to simple closed questions. Express own views about a place, people and environment. Use information books/pictures as sources of information. Observe the school environment. Go on a walk using senses; use a camera to take photographs; collect items on a walk around school grounds	Children encouraged to ask simple geographical questions, where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Ask questions about the weather and seasons. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer	Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Begin to collect and record evidence in local area (Aquadrome – use of facilities) Analyse evidence and begin to draw conclusions e.g. offer ideas for improvements needed.	Respond to questions and offer their own ideas. Use satellite images, aerial photographs, atlases, pictures/photos and internet as sources of information. Collect and record evidence with some aid (use of transport links in Rickmansworth) Analyse evidence and draw conclusions e.g. which mode of transport is used the most etc. Use fieldwork to locate transport links and mark on the map. Use 8 compass points to discuss locations.	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints Collect data from a range of viewpoints about the shops in the local area, Analyse evidence, e.g. how they meet people's needs, and how it might change draw Use a range of methods, e.g. graphs in order to present	Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local area, how it meets people's needs, and how it might change Use a range of methods, including sketch maps, plans, graphs and digital technology, in order to present arguments about change in the local area.

						arguments about shops in the local area.	
Direction/Location	Show an understanding of prepositions such as 'under', 'on top', 'behind'…respond to simple instructions	**Follow** directions (Up, down, left/right, forwards/backwards).	**Use simple compass directions** (North, South, East and West) to describe the location of features on a map.	**Use 4 compass points to follow/give directions** **Use four compass points to explain/identify points on own map of Aquadrome.** **Use letter/no. co-ordinates to locate** features on a map.	**Use 4 compass points well**. **Begin to use 8 compass points.** **Use four figure grid references to locate and describe features.** **Use letter/no. co-ordinates** to locate features on a map confidently	**Use 8 compass points** **Use 4 figure grid references** to locate features on a map	**Use 8 compass points confidently and accurately** **Use 4 figure grid references confidently** to locate features on a map. **Begin to use 6 figure grid refs to locate amenities in Rickmansworth.** **Use latitude and longitude** on atlas maps
Using maps	**Use fieldwork to observe and record** the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.	Understand that both a map and a globe show the same thing. **Use a globe** to see that the world is made up of land and sea **Use a paper map and globe** to identify that the land is made of different countries and capital cities. **Locate** the four countries of the UK on a paper map. **Locate** school within the local area (e.g. using a street map or Google Earth) **Identify** different areas of the school from aerial map and locate it in context with the local area. **Follow** a simple map to walk round the school.	**Use maps, atlases, globes and Digimaps** to locate: 7 continents and the 5 oceans, UK and its countries and Zambia **Use aerial images** to recognise landmarks and basic physical features. **Use both maps and globes, identify** the coldest places in the world – The North and South Poles. **Locate** the Equator and **identify** the places on the Equator which are the hottest Fieldwork?	**Using maps to locate** the Equator, the Tropics of Cancer and Capricorn. **Consider** the countries and climates that surround these lines and **discuss the relationships** between these and the countries. **Use maps, atlases, globes and Google Earth/Digimaps** to locate North and South American countries and cities **Study maps to make assumptions** about the different human and physical features. of North and South America, e.g. **Identify hilliest areas and flattest areas.** **Use aerial views** of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied.	**Building on from Y3, use atlases, globes and Google Earth/Digimap** to identify the continent of South America. Looking at a map of climate zones, children to **use prior knowledge** of the world to identify the climate they think may exist in different parts of South America. Identify and **mark on a map** the different countries of South America. **Identify the major cities and consider how they d**iffer to other regions in the country. **Use maps, aerial views and globes to locate** the world's principal rivers, including the Amazon River Once the children are aware that the main types are tundra, desert, grassland and rain forest, **use maps to locate areas** they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. **Defend reasoning using knowledge of maps.** **Locate** other rainforests using Google Earth/digimap and maps, **identifying** patterns in their location **Study map and aerial map** of local area to locate transport links. Establish how they link to other places and why they are important.	**Confidently use globes, atlases and google Earth/Digimaps** to identify the location of Europe, Greece and the Mediterranean **Locate** largest urban areas on a map and **use geographical symbols** e.g. contours to identify flattest and mountainous areas of Europe **Interpret a range of maps and aerial views** of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean) **Use Digimap to describe** and locate Rickmansworth High Street with reference to shops.	**Select the most appropriate map for different purposes** e.g. atlas to find a country, Google Earth/digimap to find a village (compare school journey location (Wales to Rickmansworth) **Building on from previous years, explain the climate** of the UK and **relate this to knowledge** of the hemispheres and lines of latitudes **Interpret a range of maps** of the UK and Rickmansworth and apply this information to their understanding of it **Locate the key physical and human characteristics** of the UK **Relate these features to the locality** e.g. population sizes near tourist landmarks/rivers, transport links to mountains etc. **Reflect on the importance and value of the tourism** industry in these areas. **Use maps and supporting information** to route-plan a tourist trip around the capital cities of the UK **Follow a short route on an OS map.** Describe features shown on OS map

Drawing maps	**Draw simple picture maps** of the classroom and the school discussing what they can see.	Collect items on a walk around school grounds and use them **to create a memory** maps to show their journey.	**Draw own map of local area and use class agreed symbols to create a key.**	**Draw a map of a short route** experienced (around the Aquadrome), with features in correct order. Know why a key is needed. Use standard symbols.	**Draw a map of a short route** experienced, with features in correct order. Draw on pre-drawn grid with four figure references. Make a simple **scale drawing** Know why a key is needed. Begin to recognise symbols on an OS map	**Begin to draw a variety of thematic maps** based on their own data. (shops in Rickmansworth) using OS map symbols.	**Draw a variety of thematic maps** based on their own data. Begin to draw plans of increasing complexity Use/recognise OS map symbols Use atlas symbols.
Communicating - vocabulary	Talk about some of the things which they have observed, such as plants, animals natural and found objects.	Use basic geographical vocabulary to refer to humans and physical features of the UK Describe how they get to school.		.Use appropriate vocabulary when: describing the Americas, South-East Brazil and Rio de Janeiro, comparing them with other places and when describing climate zones and place locations and map features (see Progression of Vocabulary document)	Use the language of rivers and use appropriate vocabulary when describing the Amazon, rainforest and other biome, river features and place locations. (see Progression of Vocabulary document)	Use the language of mountains, Volcanoes and earthquakes. (see Progression of Vocabulary document)	Use appropriate vocabulary when describing key information about the UK and the local region to external