



St Barnabas
C of E Primary School

Geography Progression Skills and Knowledge

Subject Intent:

To ensure that all pupils develop contextual knowledge of the location of globally significant places. To define physical and human characteristics and understand the processes that give rise to key physical and human geographical features of the world. To show competence in geographical skills, interpreting a range of sources of geographical information and communicate geographical information in a variety of ways.

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	Name and locate areas around school, e.g. office, wild garden.	Name and locate own town, county and country. Identify characteristics of own town.	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 major cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. <i>Link to History</i>	Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. Identify the position and significance of Equator, N and S Hemisphere, Tropics of Cancer and Capricorn. Identify Artic and Antarctica Circles.	Locate and name principal cities in Europe and North and South America. <i>Linking with History, compare land use maps of UK from past with the present, focusing on change in land use.</i> Identify the position and significance of latitude/longitude and the Greenwich Meridian and time zones, (night and day).	<i>On a world map, locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics and major cities.</i> <i>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</i>
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	Recognise features of school and grounds, places visited and	Observe and describe the human and physical geography of the	Understand geographical similarities and differences through studying	Understand geographical similarities and differences through studying	Understand geographical similarities and differences through studying	Compare a region in the United Kingdom with a region in N or S	Compare a region in the United Kingdom with a region in the wider world with

	familiar places e.g. farm, school. Recognise some similarities and differences between life in this country and life in other countries. Describe their immediate environment using knowledge from observation.	local area.	the human and physical geography of the local area and a small area in the United Kingdom and of a small area in a non-European country.	the human and physical geography of a small area in the United Kingdom.	the human and physical geography of an area in the United Kingdom, and of a small area in a European country.	America with significant differences and similarities. Eg. Link to Fairtrade of products produced.	significant differences and similarities. Explain some of the reasons for similarities and differences.
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	Name and describe geographical features in school area. Observe the weather. Recognise main types of weather. Recognise different seasons.	Identify seasonal/daily weather patterns in the UK. Use basic geographical vocabulary to refer to physical features of the school and its grounds and the surrounding environment.	Identify seasonal/daily weather patterns in the UK and 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 (inc beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)	Describe and understand key aspects of: Physical geography including key topographical features (inc hills, coasts, rivers and land patterns) and understand how some of these aspects have changed over time. <i>(Link to History) types of settlements and land use in Saxon, Roman Britain.</i>	Describe and understand key aspects of: Physical geography including: climate zones, biomes and vegetation belts. Types of settlements and land use in modern Britain: villages, towns, cities. <i>(Link to History) types of settlements and land use in Viking Britain.</i>	Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle, <i>including transportation.</i> Human geography including economic activity and trade links <i>between UK and Europe and ROW.</i> <i>Fair/unfair distribution of</i>	Describe and understand key aspects of: Physical geography including mountains Volcanoes and earthquakes, <i>looking at plate tectonics and the ring of fire.</i> Distribution of natural resources focussing on energy, food, minerals and water <i>(link with coal-mining past history and eco-power)</i>

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Geographical Skills and Fieldwork	<p>Ask simple geographical questions such as ... Where can we build a carpark for the toy cars?</p> <p>Observe features around school and recognise and name other familiar ones and environments such as parks. Look at how features vary from each other.</p> <p>Express own views by talking, making and drawing.</p> <p>Use simple geographical vocabulary such as the name of some familiar features (e.g. road, house).</p> <p>Use photographs to learn about</p>	<p>Use maps and basic atlases to identify the context of their city.</p> <p>Use locational and directional vocabulary (near, far, left, right) to describe location of features and routes on a map.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries studied in the United Kingdom and describe features.</p> <p>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.</p> <p>Use fieldwork to observe and record human and physical features in the local area using sketch maps and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (<i>Google Earth</i>) to locate countries and describe features studied in Europe.</p> <p>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 Europe.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a wider range of methods, including sketch</p>	<p><i>natural resources (Fairtrade)</i></p> <p>Use maps, atlases, globes and digital/computer mapping (<i>Google Earth</i>) to locate countries and describe features studied in North and South America.</p> <p>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 North and South America.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a wider range of methods,</p>	<p>Use maps, atlases, globes and digital/computer mapping (<i>Google Earth</i>) to locate countries and describe features studied at a wider world level.</p> <p>Extend to six figure grid references with teaching of longitude and latitude.</p> <p>Expand mapping skills to include the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a wider range of methods, including sketch maps, plans, graphs and digital technologies.</p>

	<p>features of a place.</p> <p>Make simple comparisons.</p> <p>Use simple maps and recognise some of their features like roads and buildings.</p> <p>Draw own simple picture maps of places from stories.</p> <p>Follow simple directions (up/down forwards, backwards).</p>		<p>basic symbols in a key.</p> <p>Use fieldwork and observational skills to study the school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>maps, plans and digital technologies.</p>	<p>including sketch maps, plans and digital technologies.</p>	
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Italics – Additional coverage taken from Chris Quigley skills progression