



**Pegasus Primary School**  
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# Geography

## Progression of Skills

EYFS – Year 6

## Geography - Progression of Skills

### EYFS & Key Stage One:

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>To investigate places</b>	<ul style="list-style-type: none"> <li>• Talk about my environment at school and home expressing an opinion about it.</li> <li>• Talk about places I have visited and say how that place was similar or different to my usual environment.</li> </ul> <p><b>ELG: Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.</b></p>	<ul style="list-style-type: none"> <li>• Answer geographical questions (such as: What or who will I see in this place? What do people do in this place?)</li> <li>• Identify locations as cities, towns, coastal, rural and urban areas.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, the continents of the world and the oceans.</li> <li>• Use maps, aerial images and plan perspectives to recognise landmarks.</li> <li>• Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify countries (e.g. India, Antarctica), including reference to the continents and oceans.</li> <li>• Use maps, aerial images and plan perspectives to recognise basic physical and human features.</li> </ul>
<b>To investigate patterns</b>	<ul style="list-style-type: none"> <li>• Talk about natural and built environments and listen to different points of view on the quality of an environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting country (E.g. India).</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>
<b>To communicate geographically</b>	<ul style="list-style-type: none"> <li>• Children will be exposed to stories set in different places and encouraged to use basic geographical language (e.g. sea, beach, forest, hill, town, village, farm, river etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical language to refer to:               <ul style="list-style-type: none"> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, sea, lake, river, soil, valley, vegetation.</li> <li>• key human features, including: capital city, town, shop, house, school.</li> </ul> </li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical language to refer to:               <ul style="list-style-type: none"> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, sea, lake, river, soil, valley, vegetation, climate and weather.</li> <li>• key human features, including: capital city, city, town, village, factory, farm, house, office and shop.</li> </ul> </li> </ul>

## Geography - Progression of Skills

### Key Stage Two:

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>To investigate places</b>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Identify geographical evidence which supports a statement.</li> <li>• Use maps, digital mapping to locate countries and describe features.</li> <li>• Identify human and physical features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, their geographical regions and their identifying human and physical characteristics: hills, mountains, cities.</li> <li>• Describe land-use patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Describe how the physical features affect the human activity within a location.</li> <li>• Use geographical evidence to justify <u>opinions</u> about a location (e.g. I would prefer to live...).</li> <li>• Use maps, atlases, globes and digital mapping to locate countries and describe features.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate countries studied (e.g Nepal) and identify their main human and physical characteristics: cities, rivers, volcanoes, mountains.</li> <li>• Describe how land-use patterns have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Use a range of geographical resources to describe the features of a location.</li> <li>• Identify the same feature on a variety of different representations (e.g. map, satellite image, plan perspective)</li> <li>• Name and locate the countries and cities of Europe studied and identify their main human and physical characteristics.</li> <li>• Continue to describe how land-use patterns have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Choose the representation best suited for a specific purpose (effects of climate change, comparing settlements).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics: deserts, rainforests, fertile land, cities.</li> <li>• Explain how land-use patterns have changed over time.</li> </ul>
<b>To investigate patterns</b>	<ul style="list-style-type: none"> <li>• Begin to describe geographical similarities and differences between places (e.g UK and N. America)</li> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</li> <li>• Begin to describe how locations around the world are changing.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Continue to describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent (e.g. climate change).</li> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> </ul>
<b>To communicate geographically</b>	<ul style="list-style-type: none"> <li>• Describe key aspects of:               <ul style="list-style-type: none"> <li>• physical geography, including: mountains, valleys, biomes (tundra),</li> <li>• human geography, including: settlements and land use.</li> </ul> </li> <li>• Use key terminology including: Arctic, tundra, permafrost, Equator latitude, longitude and Greenwich Meridian.</li> <li>• Use the eight points of a compass, figure grid references, symbols and key to communicate knowledge of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of:               <ul style="list-style-type: none"> <li>• physical geography, including: rivers, volcanoes and earthquakes.</li> <li>• human geography, including: settlements and land use.</li> </ul> </li> <li>• Use the eight points of a compass, figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> <li>• Use key terminology including: settlement, land-use, rural, urban, industrial, agricultural.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of:               <ul style="list-style-type: none"> <li>- physical geography, including: water cycle, rivers, mountains, climate and weather</li> <li>- human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including minerals, food and water.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>- human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• Devise a map; and use and construct symbols in a key.</li></ul>			
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