

Geography Progression of Skills

Geography is broken down into the themes of locational knowledge , place knowledge , human and physical geography and geographical skills & fieldwork . Where children are working below ARE Year 3, the KS1 curriculum objectives are used to assess.				
Curriculum statements	Year 3	Year 4	Year 5	Year 6
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	<ul style="list-style-type: none"> Children can locate continents, countries and counties using maps. Children can denote key physical or human features within an area. 	<ul style="list-style-type: none"> Children can locate continents, countries and counties using varying map types. Children can denote key physical or human features within an area and use these to compare changes over time. 	<ul style="list-style-type: none"> Children can locate continents, countries and counties using varying map types and previously taught units. Children can apply their understanding of key physical or human features within an area to compare changes over time. 	<ul style="list-style-type: none"> Children confidently locate continents, countries and counties using varying map types and previously taught units. Children can apply their understanding of key physical or human features within an area to explain changes over time.
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	<ul style="list-style-type: none"> Children can locate counties and cities within the UK using varying maps. 	<ul style="list-style-type: none"> Children can locate counties and cities within the UK using varying maps and denote changes over time. 	<ul style="list-style-type: none"> Children can locate counties and cities within the UK using varying topographical maps and use these to discuss changes over time. 	<ul style="list-style-type: none"> Children can locate counties and cities within the UK using varying topographical maps and use these to explain changes 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, the Prime/Greenwich Meridian and time zones (including day and night)	<ul style="list-style-type: none"> Children discuss positional grammar to explain location. Children recognise the significance that location has within the world. 	<ul style="list-style-type: none"> Children discuss positional grammar to show changes within locations. Children recognise the significance that location has within the world and how this may impact life. 	<ul style="list-style-type: none"> Children discuss positional grammar to explain changes within locations. Children recognise the significance that location has within the world and its impact to life. 	<ul style="list-style-type: none"> Children identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Children recognise the significance that location has within the world and its impact to life.
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	<ul style="list-style-type: none"> Children understand the difference between human and physical features. Children can compare similarities and differences between a UK region and a European country. 	<ul style="list-style-type: none"> Children understand and apply the difference between human and physical features. Children can discern similarities and differences between a UK region and a European country. 	<ul style="list-style-type: none"> Children understand, apply and study the difference between human and physical features using these to compare similarities and differences between a UK region and a European country. 	<ul style="list-style-type: none"> Children confidently apply and study the difference between human and physical features using these to compare similarities and differences between a UK region and a European country.
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	<ul style="list-style-type: none"> Children can define and locate key aspects of physical geography. 	<ul style="list-style-type: none"> Children can define, locate and compare key aspects of physical geography. 	<ul style="list-style-type: none"> Children can define, describe, locate and compare key aspects of physical geography. 	<ul style="list-style-type: none"> Children can identify key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none"> Children can define and locate key aspects of human geography. 	<ul style="list-style-type: none"> Children can define, locate and compare key aspects of human geography. 	<ul style="list-style-type: none"> Children can confidently define, describe, locate and compare key aspects of human geography. 	<ul style="list-style-type: none"> Children can identify key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<ul style="list-style-type: none"> Can use differing maps to identify given countries, continents and oceans. 	<ul style="list-style-type: none"> Can use differing maps to identify given countries, continents, counties and cities. 	<ul style="list-style-type: none"> Can use differing maps to identify given countries, continents, counties and cities of areas studied. 	<ul style="list-style-type: none"> Can use differing and thematic (land height) maps to identify given countries, continents, counties and cities of areas studied.
Use the eight points of a compass, four and six-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	<ul style="list-style-type: none"> Children can confidently use 4 figure grid references to identify locations. Children can identify map symbols to denote specific areas of interest. 	<ul style="list-style-type: none"> Children can confidently use 4 & 6 figure grid references to identify locations. Children can identify and use map symbols to denote specific areas of interest. 	<ul style="list-style-type: none"> Children can confidently use 4 & 6 & begin to use 8 figure grid references to identify locations. Children can identify and create map symbols to denote specific areas of interest. 	<ul style="list-style-type: none"> Children can confidently use 4 & 6 & 8 figure grid references to identify locations. Children create and use map symbols to denote specific areas of interest.
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<ul style="list-style-type: none"> Children can use sketch maps, sound maps and points of interest mapping to present human geography in the local area. 	<ul style="list-style-type: none"> Children can use sketch maps with a degree of realism, sound maps and points of interest mapping to present human and physical geography in the local area. 	<ul style="list-style-type: none"> Children can confidently use sketch maps with a degree of realism, sound maps and points of interest mapping to record and present human and physical geography in the local area. 	<ul style="list-style-type: none"> Children can confidently use sketch maps with a degree of realism, sound maps and points of interest mapping to record and present human and physical geography in the local area. Children can use digital technologies to record and present human and physical geography in the local area.

Curriculum statements	Year 1	Year 2		
Name and locate the world's seven continents and five oceans.	<ul style="list-style-type: none"> Children are aware of land mass and oceans of Earth. 	<ul style="list-style-type: none"> Children can identify the world's seven oceans. 		
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<ul style="list-style-type: none"> Children can name the four countries and capital cities of the United Kingdom 	<ul style="list-style-type: none"> Children can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 		
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	<ul style="list-style-type: none"> Children can denote similarities and differences in geography within the UK. 	<ul style="list-style-type: none"> Children can compare similarities and differences in geography within the UK to a non-European country. 		
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<ul style="list-style-type: none"> Children recognise the Earth has seasons that result in daily weather patterns. 	<ul style="list-style-type: none"> Children can identify seasonal and daily weather patterns in the United Kingdom. Children understand 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	<ul style="list-style-type: none"> Children can identify basic physical features within a given area or map. 	<ul style="list-style-type: none"> Children can identify basic vocabulary linking to physical features within a given area or map. 		
Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	<ul style="list-style-type: none"> Children can identify basic human features within a given area or map. 	<ul style="list-style-type: none"> Children can identify basic vocabulary linking to human features within a given area or map. 		
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	<ul style="list-style-type: none"> Children can use a range of sources to identify the UK and its countries. 	<ul style="list-style-type: none"> Children can use a range of maps to identify the continents, oceans, UK and its countries. 		
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	<ul style="list-style-type: none"> Can use a known area to create a simple map recognising landmarks and basic human and physical features. 	<ul style="list-style-type: none"> Can use a known area to create a simple map recognising landmarks and basic human and physical features as symbols within a key. 		
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.	<ul style="list-style-type: none"> Children can identify the key human and physical features within the school grounds. 	<ul style="list-style-type: none"> Children can use fieldwork to identify the key human and physical features within the school grounds and the local area. 		