

## Geography skills progression

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Locational Knowledge</b>	<p>Understand the concepts of near and far, and how these relate to the child's immediate environment.</p> <p>To be familiar with the local area, including key landmarks, schools, parks, and community facilities, to help children recognize and understand their surroundings.</p>	<p>Locate and name the world's seven continents and five oceans.</p> <p>Locate and name the four countries and capital cities of the United Kingdom and begin to locate and name the seas around them.</p>	<p>Locate, name, and describe the location and some of the distinguishing features of the world's seven continents and five oceans on a map,</p> <p>Locate, name and describe the four countries and capital cities of the United Kingdom and the seas around them.</p>	<p>Locate and name countries in Europe and their major cities on a map.</p> <p>Discuss the environmental regions and key physical and human characteristics of Europe.</p> <p>To know that the Americas consist of the continents of North and South America and start to name the diverse climate and landscapes across these regions</p> <p>Locate and name counties and cities of the United Kingdom and the seas around them.</p> <p>To identify human and physical characteristics of the UK, including rivers and understand how some of these have changed over time.</p>	<p>Locate and name countries in Europe, North America, South America, and their major cities on a map.</p> <p>To talk about the diverse environmental regions and the physical and human characteristics that define Europe, North America, and South America, considering their key physical and human characteristics.</p> <p>To identify and describe UK counties and cities, detailing their human and physical characteristics, key topographical features, and land-use patterns, and explain how these aspects have changed over time.</p> <p>To be able to identify the position and significance of:</p> <ul style="list-style-type: none"> <li>• latitude and longitude;</li> <li>• Equator;</li> <li>• Northern and Southern Hemispheres;</li> <li>• the Tropics of Cancer and Capricorn;</li> <li>• Arctic and Antarctic Circle;</li> <li>• the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>
<b>Place Knowledge</b>	<p>Start to use simple maps and globes, helping them identify where they live in relation to other places.</p> <p>Talk about how there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Start to describe differences between a place in the United Kingdom and a place outside of Europe.</p>	<p>Describe 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.</p>	<p>Describe what is similar and what is different (human and physical geography) between a region in a European country, and a region within North or South America</p>	<p>Analyse the geographical similarities and differences by examining both human and physical geography in a region of the United Kingdom, a region in a European country, and a region within North or South America, focusing on the impact of economic, and environmental factors on each region.</p>
<b>Human and Physical Geography</b>	<p>To talk about the weather and seasons in the UK and say where it is hot or cold.</p> <p>To describe things in my area like houses, schools, rivers, and hills.</p>	<p>Discuss weather and seasons in the United Kingdom and explain where hot and cold places are.</p>	<p>To be able to identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To be able to identify hot and cold areas of the world in</p>	<p>Describe and understand key aspects of physical geography including: the water cycle.</p> <p>To develop their ability to describe and understand key aspects of human geography, including:</p> <ul style="list-style-type: none"> <li>• types of settlement and land use.</li> </ul>	<p>I can describe and understand key aspects of physical geography including:</p> <ul style="list-style-type: none"> <li>• climate zones</li> <li>• biomes and vegetation belts</li> </ul> <p>I can describe and understand key aspects of human geography, including:</p>

		Describe simple physical and human features of my local area e.g., houses, schools, river(s) and hills.	<p>relation to the Equator and the North and South Poles.</p> <p>To use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>To use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<ul style="list-style-type: none"> <li>● economic activity including trade links.</li> <li>● the distribution of natural resources including energy, food, minerals, and water.</li> </ul>	<ul style="list-style-type: none"> <li>● types of settlement and land use.</li> <li>● economic activity including trade links.</li> <li>● the distribution of natural resources including energy, food, minerals and water.</li> </ul>
<b>Geographical skills and fieldwork</b>	<p>I can start to use basic maps and globes to find places.</p> <p>I can start to say where things are on a map.</p> <p>I can make simple maps.</p> <p>I can look at photos and talk about places around my school.</p>	<p>I can use maps, atlases and globes to find the United Kingdom and its countries, as well as some other countries, continents and oceans.</p> <p>I can use simple compass directions (North, South, East, West) and direction words to show places on a map.</p> <p>I can use and begin to make simple maps.</p> <p>I can observe and describe the geography of my school and the area around it, including using photographs to recognise landmarks.</p>	<p>I can use maps, atlases and globes to find locations related to our topics.</p> <p>I can use compass directions (North, South, East, West) and direction words to describe features and routes on a map.</p> <p>I can use aerial photographs to recognise landmarks and make simple maps with a simple key.</p> <p>I can observe and describe the geography of my local area and the significant landmarks.</p>	<p>I am developing my ability to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can start to use the 8 points of a compass, 4-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the 8 points of a compass, 4 and 6-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p>