



St Mary's Church of England Primary School



Geography Progression of Skills

Reception Early Learning Goals Understanding the World	<p>People, Culture and Communities</p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location(al) Knowledge	Can locate some major cities, oceans and continents on a UK and world map. Can use a world map, atlas or globe to name and locate the seven continents and five oceans. Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.	Can identify and name the relevant continents. Can name the capitals of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK.	Can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made. Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. Can identify on a globe or map the position of the Prime/Greenwich Meridian.	Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use a map to locate some states	Can describe key physical and human characteristics and environmental regions of Europe. Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).	Can locate cities, countries and regions of South America on physical and political maps. Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). Can identify and locate a national or international environmental issue and explain why it is an issue Can name and locate types of industry in the area and give reasons why they have changed over time.

			<p>Can describe the significance of latitude and longitude.</p> <p>Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited).</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles).</p> <p>Can talk about time zones and day and night.</p>	<p>of the USA (e.g. California).</p> <p>Can use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.</p> <p>Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Can describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator)</p>		<p>Can describe and give reasons for local land use and suggest how this might change in the future.</p> <p>Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.</p>
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				Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.		
Place Knowledge	<p>Can describe in some detail the local area and distant locations' features using images to support answers.</p> <p>Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.</p> <p>Know that people do jobs and that where they live (e.g. coastline) might affect this.</p> <p>Have some sense of what animals eat and the dangers (human or physical) animals might encounter.</p>	<p>Can demonstrate locational awareness, name their local area, and that they live in the UK.</p> <p>Know that weather can be different in different parts of the UK.</p> <p>Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.</p>	<p>Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).</p>	<p>Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city.</p> <p>Can describe the characteristics of settlements with different functions.</p> <p>Can describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>Offer explanations for the similarities and differences between some regions in North or South America.</p> <p>Can describe how the human and physical characteristics are connected for one or two regions in</p>	<p>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>Can describe how a (local) region has changed and how it is different from another region of the UK.</p> <p>Can give information about a region of Europe and its physical environment, climate and economic activity.</p> <p>Know that human activity is influenced by climate and weather and can give examples.</p> <p>Can describe hazards from physical environments and</p>	<p>Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.</p> <p>Can illustrate how human activity is influenced by climate and weather.</p> <p>Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).</p>

				North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).	their management, such as avalanches in mountain regions.	
Human and Physical Geography	<p>Show limited awareness of weather differences. Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have</p>	<p>Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Know that weather can be different in different parts of the UK. Start to give reasons why the UK has the weather it does (e.g. wind).</p>	<p>Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can describe how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical</p>	<p>Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with</p>	<p>Can describe and understand a range of key physical processes and the resulting landscape features. Can describe how a mountain region was formed. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and begin to explain hazards from physical environments and their management,</p>	<p>Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are</p>

	<p>significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area. Identify seasonal weather patterns.</p>		<p>vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding). Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.</p>	<p>rivers and mountains. Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts). Can describe the characteristics of (North American) settlements with different functions. Can use appropriate vocabulary to describe the main</p>	<p>such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). Can describe key physical and human characteristics and environmental regions of Europe. Can describe how food production is influenced by climate. Know that products we use are imported as well as locally produced. Can name our energy sources and natural resources.</p>	<p>valuable, why they are under threat and how they can be protected. Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue. Can describe where our energy and natural resources come from. Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).</p>
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				land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).		
Geographic Vocabulary	<p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features).</p> <p>Can use appropriate vocabulary in relation to the human and physical features of local and distant locations.</p> <p>Can describe the physical and human geography of a distant place.</p> <p>Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to</p>	<p>Can identify multiple weather types.</p> <p>Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather).</p> <p>Write sentences about different weather types using good vocabulary.</p> <p>Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.</p> <p>Can identify and name some of the</p>				

	<p>the animals studied in the unit.</p> <p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p> <p>Can use appropriate vocabulary in relation to the human and physical features of local and distant locations.</p> <p>Describe the physical and human geography of a distant place.</p>	<p>wonders (of the world).</p> <p>Can give reasons for choices.</p> <p>Correctly use most of the key vocabulary given in the unit.</p> <p>Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.</p> <p>Can identify and name some of the wonders (of the world).</p> <p>Give reasons for choice of local wonders.</p> <p>Correctly use most of the key vocabulary given in the unit.</p>				
Geographic skills and fieldwork	<p>Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.</p>	<p>Can locate the UK and name the countries of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</p> <p>Can use atlas, map or globe to locate</p>	<p>Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics)</p>	<p>Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America.</p> <p>Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able</p>	<p>Can locate and describe several physical environments in the UK.</p> <p>Can locate the UK's major urban areas.</p> <p>Can use maps to locate the Alps and identify the physical features of the region.</p>	<p>Can locate Brazil and the Amazon Basin and River and describe features studied.</p> <p>Can use a range of resources to locate national and global environmental issues.</p> <p>Can use digital maps to investigate</p>

	<p>Can use a wall map or atlas to locate and identify countries taught in the unit.</p> <p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p> <p>Can use appropriate language when talking about maps and locations.</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p>	<p>some wonders (of the world).</p> <p>Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).</p> <p>Can use and understand basic weather symbols.</p> <p>Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.</p> <p>Correctly use most of the key vocabulary given in the unit.</p> <p>Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.</p>	<p>Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them.</p> <p>Can use most of the vocabulary introduced in the unit when talking about their map.</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>Can use directional language and grid references when talking about locations.</p> <p>Can use fieldwork to measure, record and describe the characteristics of the temperate</p>	<p>to describe the location of the place using a nested hierarchy).</p> <p>Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route).</p> <p>Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).</p> <p>Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).</p> <p>Can give direction instructions up to</p>	<p>Can use base maps to create their own maps of the Alpine region.</p> <p>Can use maps to locate places and countries that locally available products come from.</p> <p>Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions).</p> <p>Can use fieldwork to investigate key questions and begin to answer them.</p> <p>Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps.</p> <p>Can record/list products available locally and say whether they are produced locally and/or imported.</p>	<p>and describe features of an area.</p> <p>Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols).</p> <p>Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues.</p> <p>Can make sketch maps of the local area using symbols, a key and a scale.</p> <p>Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key.</p> <p>Can present information gathered in fieldwork using a range of graphs and other simple</p>
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	<p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p>		<p>zone using appropriate vocabulary.</p>	<p>eight compass points.</p> <p>Can make a map of a route with features in the correct order and in the correct places.</p> <p>In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).</p>		<p>forms, including digital.</p>
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