

St Mary's Church of England Primary School



Geography Progression of Skills

					-			
Reception	People, Culture and	d Communities						
	• Describe their imr	mediate environmer	nt using knowledge fr	om observation, disc	cussion, stories, non-f	iction texts and		
Early								
Learning	•	irities and difference	s between different i	religious and cultura	I communities in this	country, drawing		
Goals		es and what has bee		0		,. 0		
the development of the sec	•		es between life in th	is country and life in	other countries, dray	wina on knowledae		
Understanding the World	•		appropriate) maps	,		g en la energe		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Location(al)	Can locate some	Can identify and	Can indicate	Can locate some	Can describe key	Can locate cities,		
Knowledge	major cities, oceans	name the relevant	tropical, temperate	countries in Europe,	physical and	countries and		
j	and continents on	continents.	and polar climate	North and South	human	regions of South		
	a UK and world	Can name the	zones on a globe or	America on a map	characteristics and	America on		
	map.	capitals of the UK.	map.	or atlas, and relate	environmental	physical and		
	Can use a world	Can use an atlas to	Know about the	them to longitude,	regions of Europe.	political maps.		
	map, atlas or globe	name and locate	continents and	latitude and	Can locate and	Can describe key		
	to name and	on a map the four	countries of the	hemisphere (e.g.	describe several	physical and		
	locate the seven	countries and	world and the	Italy, Ecuador).	physical	human		
	continents and five	capital cities of the	'countries' and	Can relate	environments in the	characteristics and		
	oceans.	UK.	'continents' on the	continent, country,	UK, e.g. coastal	environmental		
	Can name most of		world map they	state and city. Can	and mountain	regions of South		
	the nations and		have made.	identify states in	environments, and	America (e.g. the		
	capitals of the UK.		Can talk about the	North America	how they change	Amazon Basin).		
	Can understand		poles, equator and	using a map (e.g.	(e.g. season to	Can identify and		
	that they live in the		lines of latitude and	using the words of	season).	locate a national or		
	UK and it is an		longitude, and	the song 'Route		international		
	island, can identify		mark them	66', locate the		environmental issue		
	the UK and its surrounding seas.		appropriately on their own map and	places mentioned on a map of the		and explain why it is an issue		
	sonoonaing seas.		can distinguish	USA to show a		Can name and		
			between them.	route across the		locate types of		
			Can identify on a	USA and describe		industry in the area		
			globe or map the	the route).		and give reasons		
			position of the	Can use a map to		why they have		
			Prime/Greenwich	locate some states		changed over time.		
			Meridian.					

		of the LICA /	
	Can describe the	of the USA (e.g.	Can describe and
	significance of	California).	give reasons for
	latitude and	Can use a map or	local land use and
	longitude.	atlas to locate	suggest how this
	Can locate and	some countries and	might change in
	describe some	cities in Europe or	the future.
	human and	North and South	Can describe the
	physical	America.	location of South
	characteristics of	Can locate and	America and
	the UK (e.g. use a	label the main	Amazon Basin, the
	copy of a map of	British rivers on a	UK, latitude,
	the British Isles and	map of the British	hemisphere, etc.
	locate and label	Isles and add the	
	the main British	names of	
	seaside locations	settlements at the	
	they have visited).	mouth of the rivers.	
	Can use an atlas to	Can describe a	
	locate the UK and	river and mountain	
	locate some major	environment in the	
	urban areas, can	UK, using	
	locate where they	appropriate	
	live/have visited in	geographical	
	the UK (e.g.	vocabulary.	
	seaside/coastal	Can describe and	
	places they have	compare the	
	visited).	physical and	
	Can identify the	human	
	position of the	characteristics of	
	Prime/Greenwich	some regions in	
	Meridian and	North or South	
	understands the	America.	
	significance of	Can offer	
	latitude and	explanations for the	
	longitude (e.g.	similarities and	
	describe how	differences	
	climate varies with	between some	
	latitude and in	regions in North or	
	relation to equator,	South America (e.g.	
	tropics and poles).	relate to north and	
	Can talk about	south hemispheres	
	time zones and day	and distance from	
	and night.	the equator)	

				Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.		
Place Knowledge	Can describe in some detail the local area and distant locations' features using images to support answers. 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. Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter.	Can demonstrate locational awareness, name their local area, and that they live in the UK. Know that weather can be different in different parts of the UK. Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.	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).	Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions. Can describe and compare the physical and human characteristics of some regions in North or South America. Offer explanations for the similarities and differences between some regions in North or South America. Can describe how the human and physical characteristics are connected for one or two regions in	Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can describe how a (local) region has changed and how it is different from another region of the UK. Can give information about a region of Europe and its physical environment, climate and economic activity. Know that human activity is influenced by climate and weather and can give examples. Can describe hazards from physical environments and	Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. Can illustrate how human activity is influenced by climate and weather. Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).

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

significant hot or	vocabulary to	rivers and	such as avalanches	valuable, why they
cold areas and	describe significant	mountains.	in mountain	are under threat
relate these to the	physical features	Can give reasons	regions.	and how they can
poles and equator.	and talk about how	why physical	Can describe what	be protected.
Can make	they change (e.g.	processes can	the climate of a	Can describe key
comparisons when	the features of	cause hazards to	region is like and	aspects of human
prompted with the	coasts).	people, e.g.	how plants and	geography
weather in your	Can describe some	flooding,	animals are	including
area.	advantages and	earthquakes, etc.	adapted to it (e.g.	economic activity
Identify seasonal	disadvantages of	Can describe some	in the Alps).	(e.g. the distribution
weather patterns.	living in hazard-	advantages and	Can describe key	of natural resources
	prone areas (e.g.	disadvantages of	physical and	including timber).
	the dangers of the	living in hazard-	human	Can identify and
	sea – tides, cliff falls,	prone areas (eg	characteristics and	justify deforestation
	erosion and	dangers of rivers	environmental	as an
	flooding).	and mountains).	regions of Europe	environmental
	Can identify and	Can use simple	(e.g. the Alps).	issue.
	sequence a range	geographical	Can describe key	Can describe
	of (UK)	vocabulary to	physical and	where our energy
	seaside/coastal	describe significant	human	and natural
	settlement sizes	physical features	characteristics and	resources come
	from a village to a	and talk about how	environmental	from.
	city.	they change. Can	regions of Europe.	Can identify as
	Can describe the	describe a	Can describe how	environmental
	characteristics of	volcano, volcanic	food production is	issues, and begin to
	(UK) settlements	eruption and an	influenced by	explain, several
	with different	earthquake (e.g.	climate.	threats to
	functions, e.g.	make a working	Know that products	wildlife/habitats
	features,	model of a	we use are	(e.g. deforestation).
	settlements and	volcano, label its	imported as well as	
	activities	features and	locally produced.	
	associated with	explain what	Can name our	
	coastal towns, such	happens when it	energy sources and	
	as tourism, ports	erupts).	natural resources.	
	and docks.	Can describe the		
		characteristics of		
		(North American)		
		settlements with		
		different functions.		
		Can use		
		appropriate		
		vocabulary to		
		describe the main		

			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 al Vocabulary	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). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Can describe the physical and human geography of a distant place. Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to	Can identify multiple weather types. Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather). Write sentences about different weather types using good vocabulary. 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. Can identify and name some of the		

	the animals studied in the unit. 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). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Describe the physical and human geography of a distant place.	wonders (of the world). Can give reasons for choices. Correctly use most of the key vocabulary given in the unit. 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. Can identify and name some of the world). Give reasons for choice of local wonders. Correctly use most of the key vocabulary given in				
		-				
Geographic al skills and fieldwork	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.	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. Can use atlas, map or globe to locate	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)	Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able	Can locate and describe several physical environments in the UK. Can locate the UK's major urban areas. Can use maps to locate the Alps and identify the physical features of the region.	Can locate Brazil and the Amazon Basin and River and describe features studied. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate

0					
Can use a wall	some wonders (of	Can talk about the	to describe the	Can use base maps	and describe
map or atlas to	the world).	'globe' they started	location of the	to create their own	features of an area.
locate and identify	Can use a range of	with and how they	place using a	maps of the Alpine	Can use and talk
countries taught in	good quality key	made it into a map,	nested hierarchy).	region.	about a variety of
the unit.	vocabulary,	the challenges they	Can relate	Can use maps to	maps of South
Know about the	including	faced and how	continent, country,	locate places and	America and Brazil,
local area and can	directional	they overcame	state and city. Can	countries that	using appropriate
name and locate	language, to	them.	identify states in	locally available	geographical
key landmarks (e.g.	describe a local	Can use most of	North America	products come	vocabulary and
create a	natural	the vocabulary	using a map (e.g.	from.	conventions (e.g.
vocabulary list of	environment	introduced in the	using the words of	Can describe maps	compass directions,
the human and	(animals and	unit when talking	the song 'Route	of the local area,	symbols).
physical features of	plants).	about their map.	66', locate the	using appropriate	Can describe
the local area and	Can use and	Can use an atlas to	places mentioned	geographical	locations of local,
describe these	understand basic	locate the UK and	on a map of the	vocabulary and	national and global
features and locate	weather symbols.	locate some major	USA to show a	conventions (e.g.	environmental
them on a map	Can use	urban areas, can	route across the	grid references,	issues using
using images or	photographs and	locate where they	USA and describe	compass	appropriate
drawings).	plan perspectives	live/have visited in	the route).	directions).	locational
Can use	to describe and	the UK (e.g.	Can use the zoom	Can use fieldwork	vocabulary, and
appropriate	recognise	seaside/coastal	function of a digital	to investigate key	using the
language when	landmarks and	places they have	map to locate	questions and	conventions of OS
talking about maps	basic human and	visited).	places (e.g. using	begin to answer	maps for UK issues.
and locations.	physical features.	Can use an atlas to	Google Earth,	them.	Can make sketch
Can describe a	Correctly use most	locate the UK and	starting at Denver,	Can use fieldwork	maps of the local
journey on a map	of the key	locate some major	Colorado, near to	to observe and	area using symbols,
of the local area	vocabulary given in	urban areas, can	the centre of the	describe local	a key and a scale.
using simple	the unit.	locate where they	USA – zoom out to	human and	Can use fieldwork
compass directions	Can use	live/have visited in	identify states and	physical features	(e.g. in a forest or
and locational and	geographical skills	the UK (e.g.	cities of the USA	and compare them	woodland) to
directional	(sketching) and	seaside/coastal	and locate them	with those in the	observe, describe
language (e.g.	creative means	places they have	on a map).	Alps.	and record the
after a walk to a	(role play,	visited).	Can use the zoom	Can record/list	environment and
nearby green	questioning) to	Can use directional	function of a digital	products available	create a sketch
space, describe the	show their	language and grid	map to locate	locally and say	map, using symbols
route taken on a	understanding of	references when	places (e.g. global	whether they are	and key.
large-scale map	different weather	talking about	rivers and mountain	produced locally	Can present
using compass	and seasons.	locations.	ranges, locations of	and/or imported.	information
directions and		Can use fieldwork	earthquakes and	, , ,	gathered in
locational		to measure, record	volcanoes).		fieldwork using a
language		and describe the	Can give direction		range of graphs
prompted by their		characteristics of	instructions up to		and other simple
journey stick).		the temperate			
1			1		

Know about the	zone using	eight compass	forms, including
local area and can	appropriate	points.	digital.
name and locate	vocabulary.	Can make a map	
key landmarks (e.g.		of a route with	
create a		features in the	
vocabulary list of		correct order and	
the human and		in the correct	
physical features of		places.	
the local area and		In a group, can	
describe these		carry out fieldwork	
features and locate		in the local area	
them on a map		selecting	
using images or		appropriate	
drawings).		techniques (e.g. to	
Can describe a		create a river in the	
journey on a map		playground using	
of the local area		natural materials,	
using simple		use a watering can	
compass directions		to form the river,	
and locational and		observe and record	
directional		what happens to	
language (e.g.		the water over	
after a walk to a		different materials,	
nearby green		take photographs	
space, describe the		and label with key	
route taken on a		river features and	
large-scale map		processes).	
using compass			
directions and			
locational			
language			
prompted by their			
journey stick).			