

Skills Progression in Geography

	EYFS	KS1	LKS2	UKS2
Locational knowledge	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	Using world maps, atlases and globes, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes, name and locate the world's seven continents and five oceans Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Use maps, atlases, globes and digital / computer mapping (Google Earth) to locate the UK's countries and cities and the world's countries, using maps to focus on Europe (including location of Russia) concentrating on environmental regions and key physical and human characteristics Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass 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	Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Using maps and atlases and digital computer mapping, name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map
Place knowledge	Discuss places in relation to their home and immediate area (school and home)	Compare the UK with a contrasting country in the world (India) Compare a local city/town in the UK with a contrasting city/town in a different country (Kolkata, India)	Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom Explore similarities and differences, comparing the human geography of a region of the UK and a region of North or South America	Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America

Human and physical geography	Begin to understand symbols on a map. Children know that the environment and living things are influenced by human activity	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 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 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 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle Describe and understand key aspects of human geography, including: types of settlement and land use Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains 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 Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental
Geographical skills and fieldwork	Understand what a map is. Look at different types of maps	Use world maps, atlases and globes to identify the countries, continents and oceans studied at this keystage Use simple compass directions and locational and directional to describe the location of features and routes on a map Devise a simple map; and	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 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

		use and construct basic symbols in a key Learn to use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods	Kingdom and the wider world Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies	their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies which are chosen independently
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