



Aiming High, Achieving Together

Progression of Skills and Knowledge: Geography

Areas of Learning	Pre-School	YR	Y1	Y2	Y3
Locational knowledge	Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'	talk about similarities and differences in relation to places, objects, materials and living things Draw information from a simple map.	understand how some places are linked to other places e.g. roads, trains name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	name and locate the world's seven continents and five oceans name, locate and identify characteristics of the seas surrounding the United Kingdom	identify where countries are within the UK and the key topographical features name and locate the cities of the UK
Place Knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	talk about the features of my own immediate environment and how environments might vary from one another Recognise some environments that are different from the one in which they live. 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	name, describe and compare familiar places link their homes with other places in their local community know about some present changes that are happening in the local environment e.g. at school suggest ideas for improving the school environment 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	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	understand why there are similarities and differences between places develop an awareness of how places relate to each other

Human & Physical Geography	Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Begin to understand the need to respect and care for the natural environment and all living things.	make observations of the environment and explain why some things occur and talk about changes Describe what they see, hear and feel whilst outside.	describe seasonal weather changes	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 (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 (city, town, village, factory, farm, house, office, port, harbour and shop)	identify physical and human features of the locality explain about weather conditions/patterns around the UK and parts of the Europe
Geographical Skills & Fieldwork	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	use everyday language to talk about positions and distance to solve problems describe my relative position such as behind or next to	ask simple geographical questions e.g. What is it like to live in this place? use simple observational skills to study the geography of the school and its grounds use simple maps of the local area e.g. large-scale print, pictorial etc. use locational language (e.g. near and far, left and right) to describe the location of features and routes make simple maps and plans e.g. pictorial place	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 use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and	ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues? analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. recognise that different people hold different views about an issue and

Geographical Skills & Fieldwork			in a story 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	basic human and physical features; devise a simple map; and use and construct basic symbols in 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	begin to understand some of the reasons why communicate findings in ways appropriate to the task or for the audience understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office make more detailed fieldwork sketches/diagrams use fieldwork instruments e.g. camera, rain gauge use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features use four figure grid references use the 8 points of a compass make plans and maps using symbols and keys
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