



Geography Skills Progression



By the end of reception, our children will:

People, Cultures and Communities

- **Be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.**
- **Be able to 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.**

The Natural World

- **Be able to explore the natural world around them, making observations and drawing pictures of animals and plants.**
- **Be able to know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.**

Geography Skills Progression

	By the end of year 1	By the end of year 2	By the end of year 3	By the end of year 4	By the end of year 5	By the end of year 6
Geography ARE Contextual world knowledge	Have used maps and images to have basic locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
Geography ARE Understanding	Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They begin to compare places, and understand simple reasons for similarities and differences.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.	Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing. They know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show simple understanding of the links between places, people and environments.	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.
Geography ARE Geographical enquiry	Be able to investigate places and environments with adult modelling by asking and answering basic questions, making simple observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to investigate places and environments independently by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using different geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and simply explain their opinions, and recognise why others may have different points of view.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions with evidence, and recognise and explain why others may have different points of view.

Map skills

	By the end of year 1	By the end of year 2	By the end of year 3	By the end of year 4	By the end of year 5	By the end of year 6
Grid references	Can use basic letter and number co-ordinates.	Can use basic letter and number co-ordinates.	Can read and use 4 figure grid references.	Can read and use 4 figure grid references.	Can read and use 6 figure grid references with longitude and latitude.	Can read and use 6 figure grid references with longitude and latitude.
Compass points	Can use 4 point compass directions to follow and give directions.	Can use 4 point compass directions to follow and give directions.	Can use 8 point compass directions to follow and give directions.	Can use 8 point compass directions to follow and give directions.	Can use 8 point compass directions to follow and give directions.	Can use 8 point compass directions to follow and give directions.
Map work	<p>Can use picture maps and globes.</p> <p>Can identify the world's five oceans and seven continents on a map.</p> <p>Can use simple directional language: near; far; left; and right to describe location of features and routes on a map.</p> <p>Can use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Can draw basic maps and create own symbols.</p> <p>Can ask questions about specific places and environments.</p>	<p>Can use a simple atlas.</p> <p>Can identify the UK, its countries and the comparison area of the UK and a contrasting non-European country.</p> <p>Can use the four point compass directions: North; South; East; and West to describe location of features and routes on a map.</p> <p>Can use aerial photos to recognise landmarks and basic human and physical features.</p> <p>Can draw a simple map and use agreed realistic (in line with OS map) symbols to make a simple key.</p> <p>Can ask a series of questions about places and environments.</p>	<p>Can confidently use a range of maps and images.</p> <p>Can locate countries and describe features studied in the KS2 NC.</p> <p>Can confidently use compass directions: North; South; East; and West to follow and give directions to build knowledge of the UK and the wider world.</p> <p>Can use letter and number coordinates to locate features on a map.</p> <p>Can draw a simple map of a familiar short route using OS symbols.</p> <p>Can ask geographical questions about places and environments and express opinions.</p>	<p>Can confidently use globes, atlases, images, aerial photos and begin to use computer mapping.</p> <p>Can locate countries and describe features studied in the KS2 NC.</p> <p>Can identify the eight point compass directions: North; North East; East; South East; South; South West; West; North West to follow and give directions to build knowledge of the UK and the wider world.</p> <p>Can use four-figure grid references to locate features on a map.</p> <p>Can draw an accurate map of a short route using OS symbol.</p> <p>Can ask questions and answer questions about places and environments to aid investigations and express their different opinions relating to issues.</p>	<p>Can confidently use an atlas including the contents page and index.</p> <p>Can locate countries and describe features studied in the KS2 NC.</p> <p>Can confidently use the eight point compass directions: North; North East; East; South East; South; South West; West; North West to follow and give directions to build knowledge of the UK and the wider world.</p> <p>Can accurately use four-figure grid references on an OS map and attempt six-figure grid references.</p> <p>Can draw a sketch map using OS symbols and a key.</p> <p>Can ask questions to carry out an investigation and express the opinions from a range of points of view.</p>	<p>Can confidently use a range of maps, atlases, images, globes and digital mapping.</p> <p>Can locate countries and describe features studied in the KS2 NC.</p> <p>Can confidently and accurately use the eight point compass directions: North; North East; East; South East; South; South West; West; North West to follow and give directions to build knowledge of the UK and the wider world.</p> <p>Can accurately use six-figure grid references on an OS map.</p> <p>Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale.</p> <p>Can ask a range of geographical questions to carry out an investigation and can explain the opinions from a range of different points of view.</p>

Enquiry and field work

	By the end of year 1	By the end of year 2	By the end of year 3	By the end of year 4	By the end of year 5	By the end of year 6
Questions	Ask and answer questions in isolation and sequence. Think about how different people may have a different opinion.	Ask and answer questions in isolation and sequence. Understand how different people may have a different opinion.	Ask and answer questions of themselves, other people and environments. Explain why different people may have different opinions.	Ask and answer questions of themselves, other people and environments. Explain why different people may have different opinions and support with justifications.	Pose questions of themselves, other people and environments (including global issues and events). Explain why different people may have different opinions and support with justifications.	Pose questions of themselves, other people and environments (including global issues and events) and debate these. Explain why different people may have different opinions and support with justifications.
Fieldwork	Can make simple observations. Can use a photo, video or audio taken by an adult as evidence of what they have seen. Can draw a simple sketch map showing key features of the school, its grounds and surrounding environments. Can work in a group with an adult to ask questions about the school, its grounds and surrounding environment. Can measure using simple words and frequency recording. Can reach a simple conclusion to the fieldwork question or prediction.	Can make detailed observations. Can use a camera, video or audio to gather evidence of what they have seen. Can draw a sketch map with labels showing key features of the school, its grounds and surrounding environments. Can ask trusted and familiar adults questions about the school, its grounds and surrounding environments. Can measure using a guided tally and standard units such as minutes and metres. Can present findings simply using maps and graphs. Can reach a simply described conclusion to the fieldwork question or prediction.	Can make links to different observations in the local area. Can use a camera, video or audio to gather appropriate data. Can draw a sketch map with simple annotations showing human and physical features of the local area. Can confidently ask questions to a range of people. Can measure accurately using a tally and standard units. Can identify benefits and limitations of data collection methods. Can present data and findings simply using maps, graphs and digital technologies. Can reach a thoroughly described conclusion to the fieldwork question or prediction.	Can make clear links between different observations in the local area. Can use a camera and locate labelled photos on a map. Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. Can devise and ask questions using geographical vocabulary to recognise that others may think differently. Can measure using simple instruments, digital technologies and can measure more than one aspect at once. Can describe the benefits and limitations of data collection methods. Can present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion. Can reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.	Can make clearly explained links between observations in the local area. Can use a camera and locate annotated photos on a map. Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view. Can measure human and physical features in the local area using a range of appropriate instruments. Can simply justify data collection methods. Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion. Can reach a describe and explained conclusion to the fieldwork question or prediction that is backed up with evidence.	Can make clearly explained links between observations in the local area and the wider world to identify patterns. Can use a camera and locate annotated photos on a map. Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view. Can accurately measure human and physical features in the local area using a range of appropriate instruments. Can confidently justify and evaluate data collection methods. Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion. Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence.

	KSI	LWKS2	UPKS2
Map knowledge			
World locations	Identify the 7 continents and 5 oceans Identify contrasting non-European place Identify places of relevance and in the news	Identify 7 continents, 5 oceans and their human and physical features Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news	Identify 7 continents, 5 oceans and their human and physical features Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news
UK locations	Identify the 4 countries, capitals, surrounding seas, own school and county (Hampshire) both now and over time	Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time	Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time
Map vocabulary			
Positional vocabulary	Equator, South Pole, North Pole	Equator, Northern hemisphere, Southern Hemisphere, Longitude and latitude	Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, time zones, Prime/Greenwich Meridian
Direction vocabulary	Up, down, left, right, near, far North, East, South, West Bigger/smaller, like/dislike, similar/different	North, Northeast, East, Southeast, South, Southwest, West, Northwest	North, Northeast, East, Southeast, South, Southwest, West, Northwest
Resources			
Maps	Globe, world map, UK map, infant atlas, large scale OS map	Globe, world map, UK map, junior atlas, OS maps, computer mapping (GIS)	Globe, world map, UK map, junior atlas, OS maps, computer mapping (GIS), atlas contents and index page
Visual resources	Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw	Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw	Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw