



## Progression of Skills in Geography

These are the minimum end of year expectations for our EYFS learners in relation to Understanding the World

This document shows how History objectives are designed in a progressive way to ensure learners become more proficient historians as they move through the school, securing and applying the history mastery objectives. Each teacher should be aware of their own history objectives, and of those which have come before.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key vocabulary exposed to but not limited to	<p>same, different, similar then, now, before, after, next Autumn, Winter, Spring, Summer, buildings, street, town, park, map, place, globe</p>	<p>United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, seasons</p>	<p>compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical, factory, farm, house, office, port, harbour and shop.</p>	<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>	<p>human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, farming, architecture, transport, culture, language, religion, ocean, plain, desert, northern hemisphere, southern hemisphere, climate, vegetation, biomes, tropical, temperate, polar, rainforests</p>	<p>environmental disaster, settlement, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>	<p>resources, services, goods, electricity, supply, generation, renewable, non- renewable, solar power, wind power, biomass, origin, import, export, environmental disaster, settlement, resources, services, goods, supply, generation, origin, trade, efficiency, tourism, negative, economic, social, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>

Place knowledge

I can talk about the features of my own immediate environment and how environments might vary from one another

I can name, describe and compare familiar places with other places in my local community and know about some present changes that are happening in the local environment

I 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

I understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom  
  
I understand why there are similarities and differences between places

I can explore similarities and differences, comparing the human geography of a region of the UK and a region of South America

I can compare the physical and human features of a region of the UK and a region of North or South America, identifying similarities and differences  
  
I understand geographical and human similarities and differences through the study of physical geography of a region of the United Kingdom

I understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America  
  
I can use key vocabulary to demonstrate knowledge and understanding in this strand including words such as latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources

Locational knowledge

I can talk about similarities and differences in relation to places, objects, materials and living things

I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom

I can name and locate the world's seven continents and five oceans

I can name and locate and identify characteristics of the seas surrounding the United Kingdom

I can name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed.

I can identify where countries are within the UK and the key topographical features

I demonstrate knowledge of features about places around me and beyond the UK identify where countries are within Europe, including Russia.

I recognise that people have differing qualities of life living in different locations and environments know how the locality is set within a wider geographical context

I can locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics

I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day recognise the different shapes of countries

I can identify the physical characteristics and key topographical features of the countries within North America know about the wider context of places

I know and can describe where a variety of places are in relation to physical and human features

I know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas.

I can 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.

I make links with deforestation of the rainforest and plastic pollution.

I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time

# Human and physical geography

I can make observations of the environment and explain why some things occur and talk about changes

I can describe seasonal weather changes

I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

I can 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

I can 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.

I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

I understand some physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.

I can explain about weather conditions/patterns around the UK and parts of the Europe

I understand the effect of landscape features on the development of a locality

I can describe how people have been affected by changes in the environment

I can explain about natural resources e.g. water in the locality  
I will explore weather patterns around parts of the world

I know about the physical features of coasts and begin to understand erosion and deposition

I understand how humans affect the environment over time, I know about changes to the world environments over time understand why people seek to manage and sustain their environment

I can explain physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; - 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  
I will focus on canals and rivers in Birmingham

# Geographical skills and fieldwork

I can use everyday language to talk about positions and distance to solve problems.  
I can describe my relative position such as behind or next to.

I can use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage

I can devise a simple map; and use and construct basic symbols in a key

I can use simple fieldwork and observational skills to study the geography of the surrounding area

I can use simple compass directions and locational and directional to describe the location of features and routes on a map

I can devise a simple map and use and construct basic symbols in a key

I can use world maps, atlases and globes to identify the countries, continents and oceans

I understand can use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.

I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office make more detailed fieldwork sketches/diagrams

I can use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features use four figure grid references.

I can use the 8 points of a compass make plans and maps using symbols and keys

I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

I can use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.

I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features

I can 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 knowledge of the United Kingdom and the wider world.

I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features

I can 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 knowledge of the United Kingdom and the wider world

I use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies