Old Park Primary School Geography Skills Progression

Highlighted statements show progression or new learning. Statements that are not highlighted show reviewed learning.

Locational Knowledge

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Talk about where they live and know that Wednesbury is in England and part of the United Kingdom. With help locate England and Wednesbury on a simple map or globe.	Locate places on a map of the local area using locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language prompted by their journey. Name and locate the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America.	Identify and name the relevant countries and oceans where the seven wonders of the world are located. Use globes, maps and atlases to locate the seven wonders of the world. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. (Coasts)	Indicate the tropical, temperate and polar climate zones on a globe or Map. Identify the world's hottest, coldest, wettest and driest locations. Improve their locational knowledge through identifying 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 (including day and night). Explain the relationships between	Understand that the distribution of earthquakes and volcanoes follows a pattern and plot areas on a map. Name and locate some of the UK's and the world's most significant rivers and mountain environments. Begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Begin to name and locate counties and cities of the UK, including where they live, 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. Use maps to focus on countries, cities and regions in Europe. Begin to locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics,	Name and locate counties and cities of the UK, including where they live, 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. Relate these to current trade around the world. Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities.

			globes and maps.		countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	

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Place Knowledge						
EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Talk about features of their local area and places they have visited locally and how they travelled there. Talk about holidays they have been on and what it was like. Begin to compare where they live to other places they have visited, talking about simple similarities and differences.	Know about the local area and name key landmarks, such as the nearest local green space. Know, understand and begin to describe their locality and a series of locations and places outside of Europe. Describe which continents have significant hot and/or cold areas. Use specific place knowledge to describe and explain the habitat of a significant animal. Begin to identify similarities and differences when comparing human and physical geography of a small area of the United Kingdom and in a contrasting non-	Understand the different parts of the UK and that the weather may vary. Identify and communicate facts about the countries and continents studied, naming the seven wonders of the world. Identify similarities and differences when comparing human and physical geography of a small area of the United Kingdom and in a contrasting non-European country.	Describe the characteristics of tropical, temperate and polar zones. Describe and compare some biomes including weather, climate, climate zones, And some vegetation belts using appropriate vocabulary. Extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations.	Name examples of volcanic eruptions and major earthquake disasters. Understand how volcanoes and earthquakes occur. Learn about the features of a named river (the River Thames) in the UK, from source to mouth. Describe and name the key landscape features of river and mountain environments. Describe the processes associated with rivers and mountains.	Name and locate some key topographical features of the UK. Describe changes that have happened in their local area and share their hopes for the future of the area. Understand geographical similarities and differences through study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North orSouth America. Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a	Describe and understand key aspects of the distribution of natural resources including energy, minerals and water. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

	European country.				range of the world's more significant human and physical features.	

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Human and Physical Geography						
EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Know the four seasons of the UK and talk about some simple seasonal changes observed. Visit some different locations and talk about features of that landscape e.g. seaside, farm, town, countryside.	Identify which features of a place are human or physical and describe these features. Describe the physical and human geography of several different places. Describe specific human and physical landmarks of some of the continents.	Name and describe changes in the weather. Name the seasons and describe the basic UK seasonal weather patterns. Identify the location of hot and cold places in the world in relation to the Equator and the North and South Poles. Discuss similarities and differences in human and physical geography when comparing places.	Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, linking to work on rainforests. Aspects of human geography including how humans have affected the rainforests.	Describe some features and effects of earthquakes and volcanoes. Begin to describe how earthquakes occur and volcanoes erupt. Learn about plate tectonics and the 'Pacific Ring of Fire'. Give some reasons why people choose to live in earthquake zones and close to active volcanoes. Describe and understand key aspects of Physical geography including rivers and the water cycle, volcanoes and earthquakes including how rivers and mountains are formed. Explore how human and physical geography affects food	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and Europe. Compare human and physical geography in the UK and Europe to America. Describe how human and physical geography has changed in our local environment. Be taught to understand some of the physical and human processes that shape a region. (including climate zones, biomes and vegetation belts, rivers, mountains, types of settlement and land use, economic	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. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use knowledge of key human and physical geography to predict our world in the future.

				production around the world.	activity including trade links, and the distribution of natural resources including energy, food, minerals and water.)	

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Geography Skills and Fieldwork						
EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Explore the local area and a contrasting locality e.g. Farm. Begin to explore simple maps, globes and atlases, identifying land and sea. Identify the United Kingdom on a globe with help. Draw their own simple maps e.g. route to school or pirate treasure maps.	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. Use simple compass directions (North, South, East, West) and directional language to describe the location and features and routes on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in this year group.	Assist in taking repeated observations of the weather and record these using symbols. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in this year group. 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. (Coast topic)	Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied. Begin to use the eight points of the compass to build their knowledge of the wider world.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use fieldwork to observe differences in food trade in our local area and around the world.	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 OS maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Confidently use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world. Use sketch maps, plans and graphs to represent and explain climate change around the world.

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Vocabulary						
EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Use appropriate geographical vocabulary Farm, town, countryside, Wednesbury, seaside, holiday, travel, hot, cold, season, Spring, Summer, Autumn, Winter, travel, map, globe, England, United Kingdom, fields, houses, shops, roads.	Use appropriate geographical vocabulary near, far, long way away (distant), North, South, East and West. town, village, factory, farm, house, office, shop, restaurant, high street, supermarket, place of worship, bus stop, train station, hospital, car park, river, pond, park, playground, wood, hill, school, Near, far, Edinburgh, Cardiff, London, Birmingham, Snowdon, Isle of Wight, Fort William, Caernarfon castle, Manchester, East Anglia, Map, plan, above, aerial, birds-eye, Africa, hot, dry, glass, steel, brick, concrete, wood, Timbuktu, Mali, mosque, climate, equator, same, different, similar.continent, country, city, capital, landmark, mountains, harbour, sea, coast, World, United Kingdom, England, Wales, Scotland, Northern	Use appropriate geographical vocabulary Physical features, ridge, highland, moor, mound, rocks, snow, ice, Port, harbour, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, Everest, UK, Congo, Great Wall of China, Asia; Golden Gate Bridge, North America; The Louvre Museum, Europe; Christ the Redeemer Statue, South America; Suez Canal, AfricaYangtze, Amazon, Nile, Volga, MississippiAyers Rock/Uluru, Oceania; Mount Erebus, Antarctica, desert vegetation, UK capital cities, season and weather. sun. cloud, storm, thunder, lightning, snow, heatwave, weather, weather symbol, satelite, above sky, umbrella, predict, north, south, east, west, compass, direction, Scotland, England, Wales, Northern	Use appropriate geographical vocabulary Continent, country, region, Locational vocabulary: longitude, latitude, North, South, East, West, names of continents and relevant South American countries and regions, River, river basin, source, mouth, Weather, climate, seasons, Forest, rainforest, deforestation, primary/secondary source, human/physical features, city, state,Settlement, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad/nomadic, Weather, climate, climate zone, equator, tropical, subtropical, polar, temperate, biomes, polar, temperate, tundra, arctic, antarctic, desert, arid, temperate, deciduous, globe, Northern hemisphere, southern hemisphere, Spherical, Postcode,	Use appropriate geographical vocabulary Earthquake, volcano, rock strata, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics, Volcano, crater, cone, vent, eruption, lava, molten, ash plume, caldera, pressure, converge, diverge, Java and Sumatra (both Indonesia), Philippines, Mid-Atlantic Ridge, Iceland, Active, dormant, extinct, Popocatepetl, Mexico, 'Ring of Fire', hazard, risk, danger, tsunami, Cotopaxi, Ecuador, advantages, disadvantages, social, environmental, economic, Tigua, Quechuan, Richter Scale, magnitude, Japan, Pompeii, Vesuvius, Italy, Kitchen, food, lunchbox, food story, farm, plant, raw ingredients, whole animal, change (processed), packet, factory, delivered,import, export, trade, raw materials, man made,	Use appropriate geographical vocabulary, Continent, country, region, city, county, borough, Locational language, compass points, Physical and human features, British Isles, Great Britain, UK, Sustainability, legacy, regeneration, canals, cathedral, development, enquiry, local area, past/present, future, Continent, country, region: an area that is defined by certain unifying characteristics, which may be physical, human, or cultural, Settlement, river, mountain, Lake, longitude, latitude, tropic of cancer, north, south, east, west, Names of continents and relevant European countries and regions, fold mountains, tectonic plates, Climate, Natural resources, Industry, agriculture, tourism, avalanche,Names of continents and relevant	Use appropriate geographical vocabulary Sustainability, habitat destruction, endangered, extinction, conservation,mineral, renewable, non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels (oil, gas, coal), marine, ocean (and the names of the world's oceans), endangered species, enquiry, bio-diversity, recycle, waste, environment, Human/physical features, topographical features, region, future, Housing: detached, semi-detached, terraced housing, flats/apartments, bungalow, industry, employment, primary, secondary, tertiary or quaternary, amenities, accessible, public services, public spaces, Community spirit, public spaces, Sustainable development, public

	Ireland, car, coach, plane, buildings, high street, landmark, Sea, seaside, coast, coastline, sand, water, waves, rocks, pebbles, buoys, windsurfs/surfboards, windbreaks, cafe, deckchair, inflatable boat, bucket, spade, lifeboat, cliff, Rainforest, remote, hot, wet, dry, equator, Africa, continent, city, capital city, landmark, Europe, North America, South America, Oceania, Asia and Antarctica, country, Great Britain, Ireland, South, North and South Pole, Southern Ocean, polar, sea,	Ireland, equator, Spring, season, weather, climate, fieldwork, nature, impact, Summer, climate, energy, impact, Autumn, plants, Sea, waves, seaside, coast, coastline, strandline, compass point, N, NE, E, SE, S, SW, W, NW, beach, sand, dune, rocks, cliff, location, holiday, resort, tourist, tourism, Benidorm, Mediterranean, settlement, economic activities, tourism, region, peninsula, reef, coral, Great Barrier Reef, Australia, bleaching, Erosion, deposition, tides, storm, resistance, power (of the sea), Antarctica, cruise, Port, dock, harbour, shipping, sea fisherman, trawlerman, trawler, human activity, reclaimed land, economic activity, trade, sea food, rock pool, shells,	county, Solar system, Universe, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Greenwich/Prime Meridian, Earth's rotation, axis, clockwise, anti-clockwise, International Date Line, Pacific Ocean.	native, seasion, biome, climate, raw material. Country of origin, producer, retailer, consumer, trade, sustainability, imported, locally sourced, River, stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander, Evaporation, condensation, clouds, transpiration, sun, heat, sea, evaporate, evaporation, water vapour, droplets, (dark) clouds, rain, land, precipitation – rain, snow and hail, hydrological cycle, Source, mouth, estuary, valley, (Thames) basin, urban, rural, capital city, gradient, meander, ports/docks, industries, hydro-electric power, dam, reservoir, flood control, irrigation, water extraction, named mountain ranges/chains, including Himalayas, Andes, Atlas, Rockies, Pyrenees, Alps, Great Dividing Range, Urals, Appalachians, North West/Scottish Highlands, Tianshan, Snowdonia, Drakensburg, Antarctic Mountains, confluence, OS (Ordnance Survey) map, grid reference, key, upstream, downstream, erode/erosion, transport/transportation, deposit/deposition.	American countries and regions, climate, state, primary/secondary source,	services, community spiritNames of continents and relevant countries and regions, Import, export, trade, Raw materials, Man-made, Native, biome, climate, Recycle, reuse, fair trade, country of origin, producer, retailer, consumer, sustainability locally sourced, consumers, retailers and producers.