



Wheeler's Lane Primary School Skills Progression

GEOGRAPHY

Locational Knowledge

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Understand the difference between natural environment and man-made. | 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 and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Understand how some of these aspects have changed over time. | Locate the world's countries, using maps to focus on Europe (including Russia) concentrating on environmental regions and key physical and human characteristics, countries and major cities. | Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. | Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. |
| Know the difference between land and water. | | Know the basic compass directions: North, East, South, West. | | 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 (including day and night). | | |
| | | Name, locate and identify characteristics of the seas surrounding the UK. | | | | |

| Place Knowledge | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Use the local area to explore both the built and the natural environment. | Compare a local city/town in the UK with a contrasting city/town in a different country. | Compare a small area of the UK with a contrasting non-European small area in the world. | 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 in Europe. | Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in NA. | Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in SA. |
| | Understand the difference between human and physical geography. | Understand and study the difference between human and physical Geography with a study of a contrasting non- European location. | Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom. | Explore similarities and differences comparing the physical geography of a region of the UK and a region in Europe. | Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in NA. | Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in SA. |

| Human and Physical Geography | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Show care for the environment. | <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the United Kingdom. - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles. | <p>Describe and understand key aspects of physical geography, including: rivers and mountains</p> <p>Describe and understand key aspects of human geography, including: types of settlements, economic activity, trade links and land use, in relation to Early and Modern Britain.</p> | <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlements, economic activity, trade links and land use, in relation to the Roman Empire.</p> | Describe and understand key aspects of physical geography, including: volcanoes, earthquakes, tsunamis. | <p>Consolidate: longitude and latitude with regards to the placement of countries.</p> <p>Consolidate: Key aspects of physical Geography, including biomes and vegetation belts.</p> |
| Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. | Use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, soil, valley, season, weather | Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean, river, vegetation. | | | | |

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| Give opportunity to design practical, attractive environments (eg taking care of the flowerbeds or organising equipment outdoors). | Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office. | Use basic geographical vocabulary to refer to key human features, including: port, harbour and shop. | | | Compare two different regions in the UK: urban and rural. Compare land use in the UK. Distribution of natural resources, including: energy, food, minerals and water. |
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| Geographical Skills | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. | Use world maps, atlases and globes to identify the United Kingdom and its countries. | Use simple compass directions and locational and directional knowledge to describe the location of features and routes on a map (eg North, East, South, West). | Use maps, atlases, globes and digital/computer mapping to locate and describe features studied | Use maps, atlases, globes and digital/computer mapping to locate countries. | | |
| Talk about the features of their own immediate environment and how environments may vary from one another. Provide stories that help children to make sense of different environments. | Use locational and directional vocabulary to describe the location of features on a map (eg near and far, left and right). | Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. | | | 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 their knowledge of the United Kingdom and the wider world. | |
| Arouse awareness of features of the environment in the setting and immediate local area (eg walk around local area). | | 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 | | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | |

| Fieldwork | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Give opportunities to record findings by: drawing, writing, making models of photographing. | Use simple fieldwork and observational skills to study the geography of their school and its surrounding grounds. | Use simple fieldwork and observational skills to study the geography of the surrounding area, including recognising landmarks and basic human and physical features, using a range of methods. | Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. | | Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies. | |

| Map Skills | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Provide play maps and small world equipment for children to create their own environments. | <ul style="list-style-type: none"> - Follow directions: up/down, left/right, behind/in front of - Use own symbols on imaginary maps <ul style="list-style-type: none"> - Use relative vocabulary: bigger/smaller, like/unlike - Draw picture maps of imaginary places and from stories - Talk about own maps - Devise a simple map of the school playground - Use aerial photographs | <ul style="list-style-type: none"> - Follow directions: North, East, South, West <ul style="list-style-type: none"> - Use class agreed symbols on simple map - Spatial matching - match the same area (eg continent on a larger map) - Make a representation of a real or imaginary place - Use a plan and infant atlas to help create simple maps - Use and construct basic symbols in a key | <ul style="list-style-type: none"> - Use pairs of coordinates and four compass points - Introduce need for a key and standard symbols <ul style="list-style-type: none"> - Spatial matching, boundary matching (eg country boundary on a different scale map) - Make a map of a short route with features in the correct order - Use larger scale maps outside/use maps of other localities. | <ul style="list-style-type: none"> - Begin to use 4-figure grid reference to locate features on a map - Recap need for a key and standard symbols - Make own maps of real places with increasing accuracy - Use a variety of maps of different scales to locate places. | <ul style="list-style-type: none"> - Recap using 4-figure grid reference to locate features on a map. - Use eight compass points - Draw a map using symbols and a key, awareness of OS symbols. - Measure straight line distance on a plan. <ul style="list-style-type: none"> - Draw a variety of thematic plans, based on your own data. - Compare larger scale-maps and vertical photos, select maps for a purpose. | <ul style="list-style-type: none"> - Use 6 figure grid reference to locate features on OS maps. - Use OS standard symbols. - Scale reading and drawing, comparison of map scale. - Draw scale plans of increasing complexity. - Follow the route on a small-scale OS map and describe features observed. |

| Vocabulary | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Town, weather, hot, cold, soil, here, there, near, far.</p> <p>Season, world, village, countryside, farm, school, house, hill, sea, beach, shop, map</p> | <p>Wet, sunny, dry, factory, street, left, right</p> <p>Human Geography, Physical Geography, city, United Kingdom, world, country, forest, wood, England, Scotland, Wales, Northern Ireland, valley, North Sea, Irish Sea, The Channel, mountain, river, office, atlas</p> | <p>Hill, stream, town, field, bridge, footpath, journey, polar, arctic, desert.</p> <p>Ocean, Atlantic, Pacific, Indian, Continent (including their names), capital, North, East, South, West, vegetation, globe, North Pole, South Pole, equator, compass, route, location, Europe.</p> | <p>Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical.</p> <p>Settlement, county, human characteristics, physical characteristics, geology.</p> | <p>Mediterranean, humid, climate, transpiration.</p> <p>Tropic of Cancer and Capricorn, Northern and Southern hemisphere, climate zones, water cycle, economic, region, distribution, trade links</p> | <p>Coastal, Urban, rural, development, erosion, deposition, renewable, deforestation, recyclable, sustainable, latitude, longitude</p> <p>Ordnance Survey, Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links.</p> | <p>Be able to describe and start to explain Geographical processes using the correct terminology.</p> <p>Biomes, meander, natural resources, vegetation belts.</p> |