




Geography knowledge and skills progression



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry 	*To use a variety of questions *Uses language to share thoughts	*Beginning to understand why and how questions	*Use first-hand observation to study the school grounds and the key human and physical features of its surrounding environment		*Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies		*Confidently use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies	
Place knowledge 	*Begin to talk about what they see using some new vocabulary	*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	*Say the geographical similarities and differences of a small area of the United Kingdom (Camblesforth) and of a small area in a contrasting non-European country (America) *Show a developing knowledge of the capital cities of the UK		*Describe some geographical similarities and differences of a region of the United Kingdom (Selby – Yorkshire) a region in a European country (Italy) and a region within North or South America (Belize)		*Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (York, Yorkshire) a region in a European country (Rome) and a region within North or South America (Death Valley)	
Location knowledge 	*Know that there are different countries in the world	*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non	*Name the four countries and capital cities of the United Kingdom *Locate and identify some characteristics of the United Kingdom and its surrounding seas *Name and locate the world's seven continents and five oceans *Point out the North and South Poles on an atlas *Point out the Equator on an atlas		*Name and locate some of the countries and cities of the UK *Name and locate some geographical regions of the UK and their identifying human and physical characteristics *Use a map to identify some of the world's countries, including Russia and some countries in Europe *Identify the position of the Northern and Southern hemispheres		*Name and locate the countries and cities of the UK *Name and locate geographical regions of the UK and their identifying human and physical characteristics *Use a map to identify the world's countries, including Russia and the main countries in North and South America and name their capital cities *Identify the position of the lines of	

		<p>fiction text and when appropriate from maps</p> <p>*know that people in other countries may speak different languages</p>		<p>*Identify some of the lines of latitude and explain why they are important</p>	<p>longitude. Including the Greenwich Meridian and explain their importance to time zones and day and night</p> <p>*Identify the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles</p>
<p>Human and physical features</p> 		<p>*Knows about similarities and differences in relation to places</p> <p>*Understand and use positional language</p>	<p>*Identify seasonal and daily weather patterns in the UK</p> <p>*Know the location of hot and cold areas of the world in relation to the Equator and the North and South poles</p> <p>*Use appropriate words for natural and man-made features</p> <p>*Use the words: city, town, village, factory, farm, house, office, port, harbour and shop accurately</p> <p>*Use the words: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather accurately</p>	<p>*Describe and explain climate zones, some rivers and mountains and the water cycle</p> <p>*Describe and explain some natural disasters such as volcanoes, avalanches, flooding and landslides</p> <p>*Describe and understand key aspects of human geography such as types of settlements, the distribution of water and land use</p>	<p>*Describe the environmental regions and key human and physical features of some of the North and South American countries</p> <p>*Describe and explain key aspects of physical geography such as climate zones, biomes and vegetation belts</p> <p>*Describe and explain natural disasters such as hurricanes, earthquakes, tsunamis and wildfires</p> <p>*Describe and understand key aspects of human geography: such as economic activity including trade links and distribution of natural resources including energy, food and minerals.</p> <p>*Explain some of the influences humans have had on the Earth including conflict and pollution.</p>
<p>Geographical skills</p> 	<p>*Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</p>	<p>*Explain why geographic changes occur</p> <p>*Ask questions about their familiar world</p>	<p>*Use a simple world map, atlas and globe to identify the United Kingdom and its countries, the seven continents and some of the 5 oceans studied at this key stage</p> <p>*Use simple directions (near, far, left, right) to describe the location of features on a map</p> <p>*Use simple compass directions</p>	<p>*Use maps (including topographical), atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>*Begin to use the eight points of a compass</p> <p>*Use four figure grid references.</p> <p>*Use simple symbols and key (including on an ordnance survey map) to build</p>	<p>*Use maps (including thematic and climate), atlases, globes and digital/computer mapping to locate countries and describe the features studied</p> <p>*Use the eight points of a compass confidently</p> <p>*Use six figure grid references</p> <p>*Use more complex symbols and keys</p>

			(North, South, East, West) to describe on a map *Make a simple map with a simple key. *Use aerial photographs and simple plan perspectives to identify simple natural and made features	their knowledge of the UK and wider world	(including the use of ordnance survey maps) to build their knowledge of the UK and wider world
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