Geography: NC/Progression of Skills

National Curriculum Statements

Key Stage One	
Locational Knowledge	Name and locate the world's seven continents and five oceans
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place Knowledge	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
Human and Physical Geography	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
	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
	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical Skills and Fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
	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 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.

Key Stage Two	
Locational Knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	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
	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)
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and Physical Geography	Describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	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
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	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
	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.

Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Flats, semi-detached, detached, near, far, map, plan, above, aerial, navigation, grid, symbol, beach, cliffs, forest, green space, woodland, continent, country, up, down, left, right, forwards, backwards, landmarks, sea, coastline, factory, office, rainforest, weather, similar, different	Area, atlas, bridge, canal, city, town, village, county, port, habour, forest, hill, mountain, ocean, river, soil, valley, vegetation, climate, community, north, east, south, west, Europe, equator, globe, key, settlement	Abrasion, attrition, corrosion, erosion,			
Explorers/ Key personality			Christopher Columbus	Greta Thunburg	Scott of the Antarctic (Captain Scott)	David Attenborough
Geographical Enquiry and Fieldwork	Teacher led enquiry to ask and respond to simple closed questions.	Children encouraged to ask simple geographical questions; Where is it? What's it like?	Begin to ask/initiate geographical questions.	Ask and respond to questions and offer their own ideas.	Begin to suggest questions for investigating	Suggest questions for investigating
	Use information books/pictures as sources of information.	Use Non Fiction books, stories, maps, pictures/photos and internet as sources of information.	Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information.	Extend to satellite images, aerial photographs	Begin to use primary and secondary sources of evidence in their investigations.	Use primary and secondary sources of evidence in their investigations.
	1.Investigate their surroundings 2.Make observations about where things are e.g. within school or local area.	1. Investigate their local area and identify human and physical features	1. Investigate places and themes at more than one scale	1. Investigate places and themes at more than one scale	1. Investigate places with more emphasis on the larger scale; contrasting and distant places	1.Investigate places with more emphasis on the larger scale; contrasting and distant places
		2. Make appropriate observations about why things happen.	2. Begin to collect and record evidence	2. Collect and record evidence with some aid	2. Collect and record evidence unaided	2.Collect and record evidence unaided
		3. Make simple comparisons between features of different places.	3. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations	3. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	3. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	3. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Direction/ Location	3.Follow directions (up/down, left/right, forwards/backwards, near/far)	5. Follow directions (as yr 1 and inc'. NSEW)	4. Use 4 compass points to follow/give directions	4. Use 4 compass points well 5. Begin to use 8 compass points	4. Use 8 compass points	4.Use 8 compass points confidently and accurately
	4.Understand geographical similarities and differences between an area of the UK and	6. Understand geographical similarities and differences between an area of the UK and	5. Understand geographical similarities and differences between the UK and North America	6. Understand geographical similarities and differences between the UK and South	5. Understand geographical similarities and differences between the UK and China	5.Understand geographical similarities and differences between the UK and a developing African nation

	an area of a non-European country (e.g. Australia)	Arctic		America		
					6. Begin to use 4 figure coordinates to locate features on a map.	6.Use 4 figure co-ordinates confidently to locate features on a map.
						7.Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing Maps	5.Draw picture maps of imaginary places and from stories	7. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)				
			6. Try to make a simple scale drawing.	7. Make a simple scale drawing.		
Representation		8. Begin to understand the need for a key.	7. Know why a key is needed.	8. Know why a key is needed.	7.Draw a sketch map using symbols and a key	
	6.Use own symbols on imaginary map	9. Use class agreed symbols to make a simple key.	8. Use standard symbols.	9. Begin to recognise symbols on an OS map.	8.Use/recognise OS map symbols	8.Use/recognize OS map symbols 9.Use atlas symbols.
Using Maps	7.Use a simple picture map to move around the school	10. Follow a route on a map.	9. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	10. Follow a route on a large scale map.		10.Follow a short route on an OS map
					9.Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)	11.Describe features shown on OS map.
		11. Use an infant atlas to locate places.	10. Locate places on larger scale maps e.g. map of Europe, including the location of Russia	11. Locate countries using an atlas 12. Locate places on a world map.	10.Use atlases to find out about other features of places. (e.g. find wettest part of the world)	12.Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
					11.Compare maps with aerial photographs.	
Scale/ Distance		12. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	11. Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	13. Match boundaries (E.g. find same boundary of a county on different scale maps.)	12.Find/recognise places on maps of different scales. (E.g. river Nile.)	13.Draw/use maps and plans at a range of scales
					13.Measure straight line distance on a plan.	14.Use a scale to measure distances
Perspective	8.Draw around objects to make a plan.	13. Look down on objects to make a plan view map	12. Begin to draw a sketch map from a high view point	14. Draw a sketch map from a high view point	14.Draw a plan view map with some accuracy	15.Draw a plan view map accurately
Locational Knowledge	9.Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	14. Locate and name on UK map major features e.g. London, River Thames, home location, seas.	13. Name and locate counties and cities in the UK and their human and physical characters	15. Locate key topographical features (inc. hills, mountains, coasts and rivers)	15.Understand land use patterns and how these have changed over time	16.Confidently identify significant places and environments

Style of Map	10.Be able to use a picture map to identify land and sea.	15. Name the 7 continents and the 5 oceans of the world. 16. Recognise the world map as a flattened globe.				
			14. Begin to use map sites on the internet.	16. Use map sites on the internet.		
			15. Use large scale OS maps (including in the local area)	17. Use large and medium scale OS maps (including in the local area)	16.Use medium scale land ranger OS maps (including in the local area)	17.Use OS maps. 18.Create an OS map for either a real or fictional place (e.g. Harry Potter – Hogwarts) including a key
		17. Use an infant atlas	16. Begin to use junior atlases	18. Use junior atlases and index/contents	17.Use grid referencing	19. Confidently use an atlas
	11.Begin to use aerial photographs to identify landmarks	18. Use aerial photographs to identify basic human and physical features		19. Identify features on aerial/oblique photographs.		
Human and Physical Geography	12.Identify seasonal and daily weather in the UK and the location of hot and cold areas of the world	19. Identify the equator and the North and South poles	17. Identify the position and significance of longitude and latitude	20. Identify the position and significance of the equator, southern hemisphere and northern hemisphere	18.Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	20.Identify the position and significance of Prime/Greenwich Meridian and Time Zones (inc. day/night)
	13.Identify and explain physical features (beach, cliff, coast, sea season, weather)	20. Identify and explain physical features (forest, hill, mountain, ocean, river, soil, valley, vegetation)	18. Describe and understand key aspects of mountains (focus on a North America mountain range)	21. Describe and understand key aspects of rivers 22. Describe and understand key aspects of the water cycle	19.Describe and understand key aspects of climate zones 20.Describe and understand key aspects of biomes and vegetation belts	21.Describe and understand key aspects of volcanoes 22.Describe and understand key aspects of earthquakes
	14.Identify and explain human features (house, farm, factory, shop, office)	21. Identify and explain human features (city, town, village, county, port, habour)	19. Study economic activity including trade links	23. Study the distribution of natural resources including energy, food, minerals and water	21.Study types of settlement and land use	