



Geography Skills Progression

Autumn Term focus

Spring term focus

Summer term focus

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate Places	Locate place of study using a variety of geographical sources including Digital Mapping and understand their location in relationship to locations previously studied.						
	<ul style="list-style-type: none"> ▪ To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. ▪ To talk about some of the things they have observed, such as plants, animals, natural and found objects. ▪ To talk about why things happen and how things work. ▪ To develop an understanding of growth, decay and changes over time. ▪ To show care and concern for living things and the environment. ▪ To talk about the features of their own immediate environment and how environments might vary from one 	<ul style="list-style-type: none"> ▪ 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 aerial photographs to basic human and physical features ▪ Use simple fieldwork and observational skills to study the geography of a castle and its grounds ▪ Identify the key human and physical features of its surrounding environment. ▪ Use aerial photographs to identify basic human and physical features ▪ Begin to ask and answer geographical 	<ul style="list-style-type: none"> ▪ Use world maps, atlases and globes to name, locate and identify the UK and its countries, capital cities and surrounding seas. ▪ Ask and answer geographical questions. ▪ Identify key human and physical features using aerial photographs of the four countries. ▪ Identify famous landmarks ▪ Identify and describe the key features of cities, towns and villages. ▪ Identify the similarities and differences between urban and rural areas. ▪ Ask and answer geographical questions. 	<ul style="list-style-type: none"> ▪ Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features (Ancient Egypt) ▪ Describe locations using human and physical features ▪ Use maps, atlases, globes and digital computer mapping to locate countries and describe features (Europe) ▪ Name and locate the equator ▪ Ask and answer geographical questions about physical and human features (France) ▪ Describe geographical similarities and differences between locations within countries studied (Nice, France and 	<ul style="list-style-type: none"> ▪ Use a variety of geographical sources to locate area of study (Greece) ▪ Identify the main human and physical characteristics of place of study ▪ Use maps, atlases, globes and digital computer mapping to name and locate places of study ▪ Use geographical sources to locate the equator, northern hemisphere, southern hemisphere, the tropics ▪ Use a range of resources to identify key physical and human features of a location ▪ Use fieldwork to observe and record the human and physical features in the local area using a 	<ul style="list-style-type: none"> ▪ Use a variety of geographical sources to locate place of study and analyse their effectiveness (continent of Africa and countries within it). ▪ Use a range of geographical resources to give detailed descriptions and opinions of the characteristics features of a location. ▪ Collect and analyse statistics and other information in order to draw clear conclusions about locations. 	<ul style="list-style-type: none"> ▪ Use a geographical source to locate place of study (allied, axis and neutral). ▪ Identify and describe the geographical significance of latitude, longitude, equator, northern and southern hemisphere and time zones ▪ Investigate how societies have adapted to living in disaster-prone areas.



	another.	<p>questions.</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of Coventry and a coastal town. Identify the key features of a location in order to say whether it is a city, town or coastal area. Be able to find similarities and differences of Coventry and Coastal town including human and physical features. Use aerial photographs to locate basic human and physical features Name and describe key human and physical features of Coventry and a coastal town 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the world continents and oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (England) and of a contrasting non-European country (India) Identify the location of hot and cold areas of the world in relation the equator and the north and south poles. Use simple grid references Use compass directions and locational language (near and far) 	<p>Coventry, England)</p> <ul style="list-style-type: none"> Use fieldwork to observe and record the human and physical features of local area using a range of methods including maps and plans Investigate places Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features Use fieldwork to observe and record the human and physical features of local area using a range of methods including maps and plans (Lunt Fort) 	<p>range of methods including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none"> Name and locate geographical regions in the UK and identify their human and physical characteristics (mountains, rivers and key topographical features) 		
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<p>Investigate Patterns</p>	<ul style="list-style-type: none"> ▪ To look closely at similarities, differences, patterns, and change ▪ Children know that the environment and living things are influenced by human activity. ▪ They can describe some actions which people in their own community do that help to maintain the area they live in. 		<ul style="list-style-type: none"> ▪ Identify seasonal weather patterns 	<ul style="list-style-type: none"> ▪ Investigate early settlements and their location and make links with cities today. ▪ Describe some of the simple characteristics (weather) of European countries in relation to the equator. ▪ Investigate land use patterns 	<ul style="list-style-type: none"> ▪ Describe geographical similarities and differences between similar locations (rainfall, temperature, etc) in relation to the equator and Tropics. ▪ Describe key aspects of physical geography within the rainforest (layers and biodiversity) ▪ Investigate land use patterns ▪ Understand how some of the geographical features have changed over time. 	<ul style="list-style-type: none"> ▪ Investigate changes in climate and explain the cause and effects (drought- Africa) 	<ul style="list-style-type: none"> ▪ Use Geographical Sources to develop Key Lines of Enquiry ▪ Identify places in which earthquakes occur using a variety of sources (newspaper articles, accounts) ▪ Collect and analyse statistics and other information in order to draw clear conclusions about locations (tectonic plates and earthquake locations). ▪ Identify and describe the geographical significance of tectonic plates in relation to earthquakes. ▪ Hypothesise the likelihood of a disaster in a given location using extrapolation of created sources (earthquake) Identify places in which Volcanoes occur using a variety of sources (including accounts and recounts) ▪ Describe locations within the locality and understand the reasons for similarities and differences.



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<p>Communicate Geographically</p>		<ul style="list-style-type: none"> ▪ Devise a simple map and use and construct basic symbols in a key (classroom, bedroom, playground) ▪ Devise a simple map and use and construct basic symbols in a key ▪ Read a simple map and understand symbols in a key including the four compass points (N,S,E,W) ▪ Devise a simple map and use and construct basic symbols in a key including the four compass points (N,S,E,W) ▪ Use location language (e.g. near and far) to describe the location of Coventry and a coastal town. ▪ Describe the advantages and disadvantages of living in either Coventry or a coastal town. 	<ul style="list-style-type: none"> ▪ Devise a simple map and use and construct basic symbols in a key including the four compass points (N,S,E,W) ▪ Use simple grid references. ▪ Use geographical vocabulary to inform others about a location (India) 	<ul style="list-style-type: none"> ▪ Describe geographical similarities and differences. ▪ Use literacy skills to communicate geographical understanding. ▪ Explain own views about locations giving reasons. ▪ Devise a simple map and use and construct basic symbols in a key including the eight compass points ▪ Use simple grid references 	<ul style="list-style-type: none"> ▪ Describe key aspects of physical geography within the rainforest ▪ Communicate the key aspects of rainfall using graphs ▪ Describe geographical similarities and differences between places ▪ Conduct a geographical enquiry into the physical and human changes in a location over time (deforestation) ▪ Explain own views about a location giving reasons. ▪ Use the 8 points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom. ▪ Describe key aspects of physical geography (the water cycle). 	<ul style="list-style-type: none"> ▪ Describe geographical similarities and differences between places ▪ Describe and understand key aspects of human geography including economic activity. ▪ Create maps of locations identifying patterns (population density and climate zones) 	<ul style="list-style-type: none"> ▪ Describe and understand human geography including settlements, land use, economic activity, including trade links ▪ Devise maps of locations identify patterns (tectonic plates and earthquake zones – tracing paper) ▪ Conduct an independent geographical enquiry into volcanoes. ▪ Explain how societies have adapted to living in disaster-prone areas. ▪ Use the eight points of a compass, four-figure grid references, symbols and a key (Ordnance Survey) to communicate knowledge of the local area.