

Cooper Perry Geography Skills Progression

EYFS

Understanding the World

People, Cultures and Communities

- Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate–maps

The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.

Geographical skills and fieldwork

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Ask simple geographical questions e.g. What is it like to live in this place?	Use world maps, atlases and globes to identify the United Kingdom as well as continents and oceans.	Analyse evidence, draw conclusions and make comparisons between locations using aerial photos/pictures	Measure straight line distances using the appropriate scale.	Use geographical resources to give descriptions and opinions of the characteristic features of a location.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	Use simple observational skills to study the geography of the school and its grounds.	Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.	Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.	Explore features on maps using 6 figure grid references.	Use different types of fieldwork to observe, measure and record the human and physical features in the local area. Record the results in different ways.	Use the eight points of a compass, four and six figure grid references, symbols and keys to build on my knowledge of the United Kingdom and the wider world.
	Use simple maps of the local area.		Use four figure grid references, use the 8 points of a compass and make plans and maps using symbols and keys.	Draw accurate maps with more complex keys.	Talk about the effectiveness of different geographical representations of a location.	
	Make own maps and plans.	Use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment.	Use fieldwork instruments e.g. camera, rain gauge.	Plan the steps and strategies for an enquiry.	Use the eight points of a compass, four to six-figure grid references, symbols and keys.	Use maps, charts etc. to support decision making about the location of places e.g. building along the coast
	Describe locations of features and routes.		Ask and respond to geographical questions.	Use a widening range of geographical terms and topic specific geographical vocabulary .	Create maps of locations, identifying patterns.	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.
	Use simple locational and directional language to describe the location of features and routes on a map.	Use directional language and understand its meaning.	Use a widening range of geographical terms and geographical vocabulary .		Use a wide range of geographical terms and topic specific geographical vocabulary .	Use a wide range of geographical terms and topic specific geographical vocabulary .
	Use basic geographical vocabulary .	Use basic geographical vocabulary .				

Locational knowledge						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Identify different names of familiar places and surroundings. Identify the features of the school and the area surrounding it.	Identify the countries and capital cities in the UK and their features. Use an atlas or globe to identify features such as oceans and countries/places of interest.	Identify where countries are within the UK and the key topographical features. Identify the features of a city/town/village and how they differ. Recognise the different shapes of the continents. Identify where the different climate zones are found. Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. (National Parks – Lake District) Demonstrate knowledge of features about familiar places and beyond the UK. Recognise that people have differing qualities of life living in different locations and environments. Identify where countries are within Europe. Identify the physical characteristics and key topographical features of the countries within Europe.	Recognise the different shapes of countries. Identify the physical characteristics and key topographical features of the countries within North and South America. Identify environmental regions, key physical and human characteristics, countries, and major cities within North and South America. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Describe where a variety of places are in relation to physical and human features.	Name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics, key topographical features, land-use patterns and understand how some of these aspects have changed over time. (Coasts) Identify and describe the significance of longitude, the Prime/ Greenwich Meridian and time zones including night and day.

Place knowledge						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Name, describe and compare familiar places.	Describe similarities and difference between countries in the UK.	Demonstrate awareness of how places relate to each other, within the UK and beyond.	Explain the wider context of places – region, country.	Describe features of the UK, other European countries and North and South America.	Explain how the UK differs to the wider world and other countries which are similar and contrasting.
	Describe how home is linked with other places in the local community (roads etc...)	Identify and discuss the human and physical geography similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country. (Stafford and Kingston, Jamaica)	Discuss similarities and differences between places.	Compare the physical and human features of a region of the UK and a region of Northern Italy, identifying similarities and differences.	Compare the physical and human features of a region of the UK and a region of South America, identifying similarities and differences.	Identify the geographical similarities and differences through the study of human and physical geography of coasts in the UK and those in other regions studied.
	Suggest ideas for improving the school environment.					
	Describe present changes that are happening in the local environment.					
Human and Physical						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Describe seasonal weather changes.	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.	Describe how people have been affected by changes in the environment. Identify physical and human features of the locality and beyond. Describe human features of the UK regions, cities and/or counties. Explain why weather conditions/patterns change around the UK and parts of the world.	Describe the effect of landscape features on the development of a locality. Describe key aspects of physical geography, including: climate zones, rivers, mountains and volcanoes. .	Describe how humans affect the environment over time Explain why people seek to manage and sustain their environment. I know about changes to the world environments over time. Describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and earthquakes.	Describe the impact of environmental changes over time. Describe how people have been affected by changes in the environment. Describe the physical features of coasts and the processes of erosion and deposition. Describe key aspects of human geography,

		Use basic geographical vocabulary to refer to key human features.	Describe key aspects of physical geography, including: climate zones and the water cycle.			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 Terms/Topic Specific Vocabulary Linked to National Curriculum						
EYFS	Places / school / maps / house / shop / roads / journey / weather / mountain / forest					
Year 1	atlas / local / plan / same / different / farm/ house / shop / town / village / country / hill / soil / vegetation / seasons / United Kingdom / river /sea / route / continents / season / weather			Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features: city, town, village, factory, farm, house, office, port, harbour and shop		
Year 2	location / British Isles / England - London / Scotland – Edinburgh / Wales – Cardiff / Northern Ireland – Belfast / equator / North Pole / South Pole / continents / Asia /Africa /North America / South America / Antarctica / Europe / Australia / globe / atlas / directional language / urban / rural / beach / coast / sea / ocean / mountain / river / port / harbour					
Year 3	location / keys / transportation / climate zones / landscape / urban / rural / settlements / Arctic Circle / Antarctic Circle					
Year 4	analyse / conclusion / population / temperature / scale / grid reference / accurate / symbols / enquiry / volcanoes / tectonic plates					
Year 5	Observe / measure / record / topographical features / earthquakes / North America / South America / characteristics / Northern Hemisphere / Southern Hemisphere / equator					
Year 6	characteristics / latitude / longitude / time zones / erosion / deposition					