Knowledge and Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry Skills	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Ask and answer simple geographical questions when studying areas directly linked to them (where they live, local area, London. Understand that where they live is different to where other people live and come up with some simple similarities and differences between them. Make simple observations based on pictures, globes trips and simple maps.	Ask and answer geographical questions when studying areas around the world. Identify similarities and differences against contrasting places (hot and cold). Make observations and make comparisons using sources including maps, atlas, globes, images and aerial images Begin to form opinions based on what they have learned. Begin to identify positives and negatives.	Ask and answer more searching geographical questions when investigating different places and environments. Identify and describe similarities, differences and patterns when comparing places and features of more than two places. **Observe and collect** information from a range of sources including maps, images and variety of digital media. Express their opinions confidently and present them using what they have learned.	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify, describe and compare similarities, differences and patterns when investigating different places, environments and people and why they might occur. Observe and collect information from a range of sources and ***communicate findings.*** Express their opinions and recognise that other people have different points of view. Present their opinions in contrast to others using evidence they have collected from a range of sources (including fieldwork)	Ask and respond to questions that generate investigation/enquiry. Eg, Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments. Observe, collect and **analyse** information from a range of sources and communicate findings. Carry out a fieldwork to inform their ideas Express their opinion formed from what they have learned. They should recognise that other people have different points of view and what they might be.	Respond and initiate investigative questions to deepen enquiry. Eg, What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues. Observe, collect, analyse and **evaluate** the information from a range of sources and communicate findings. Confidently express and explain their opinions and recognise why others may have a different point of view
Global awareness		Understand that other children in the UK live in different areas and how their lives might be different to their own. (Where do I live?)	To understand that children around the world live in places different to their own and how their lives might be different to their own. They should understand that the place you live can change your life and relate to children in other countries.	To understand the impact of importing and exporting food on diet and the environment. fair trade	To understand the impact of sea levels	To understand how the use of natural resources can impact the environment and people's lives across the world. How can they affect change?	To understand that places have changed over time and why. To use this to anticipate changes that might happen in the future. To recognise how this could affect others.

Knowledge and Skills Progression

Mapping Skills						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Direction, Location and Scale • Follow instructions which include directional language including up, down, over, under, next to, behind, in front of • Recognise scale by identifying things that are bigger, smaller	**Direction, Location and Scale** • Follow and begin to use some directional language (Near, far, left, right, next to, behind) • Can introduce N,S,E,W simply (eg – label each classroom wall with correct n,s,e,w and address it, eg turn to the south wall)	**Direction, Location and Scale** • Confidently follow and use directional language when learning about local features or global places (Near, far, left, right, next to, behind) • Understand and use N,S,E,W when using maps • Alphanumeric coordinates to give and read references on maps with symbols	**Direction, Location and Scale** • Begin to use four-figure co-ordinates to give grid references on maps • Begin to use the 4 points of the compass to give directions on a map - • Understand scale to read maps	**Direction, Location and Scale** • Use four-figure co-ordinates to give grid references on maps (Eastings and Northings) • Use 4 points of a compass for direction both in fieldwork and on a map • use a scale bar to measure straight line distances on a large-scale map	**Direction, Location and Scale** • Begin to use six-figure grid references to locate features on maps • Understand 8 points of a compass • Move to OS scale 1:10.000 • Use linear scale to measure rivers	**Direction, Location and Scale** • Confidently use four-figure and six-figure grid references to locate features on maps • Use 8 points of a compass to give and follow directions on a map and during fieldwork • follow a route accurately from the description of features, direction and distance • Move to OS scale 1:25.000 maps
Creating and Drawing • Play using large floor maps/maps using real objects • Draw simple sketch (vertical view map) of what they can see of play area/classroom/ playground • create towns, farms, roads, country using appropriate features	**Creating and Drawing** • Take pictures of features of the local area and add to map • Create ***picture maps*** of routes they are familiar with (local area) or fictional maps • Create simple maps with landmarks using pictures (London) • Begin to create aerial view /plan view of objects to use on maps	**Creating and Drawing** • Create ***plan-view*** *map* of routes), unfamiliar with (fieldwork/places of study) • Create map that includes ***simple symbols*** (could be class created)	**Creating and Drawing** • Create a map in plan-view using a ***key*** • Give maps a title	**Creating and Drawing** • Create a map of a route i***n the correct*** order using a key, symbols and ***scale***	**Creating and Drawing** • Create a map of a route i***n the correct*** order using a key, symbols and ***accurate linear scale*** • Create a thematic map	**Creating and Drawing** • Draw plans (for garden/park etc) using scale • Sketch a map and use symbols with a key to show features on maps • draw accurate map of familiar places and routes, while on fieldwork and from memory • Use accurate scale plans
Reading, Interpreting and Using • Play with animals, vehicles, people and role play using large maps • Play with inflatable globe or floor playmat and find countries/show countries of the world/difference between water and land • Read/listen to stories set in different places in UK and around the globe and discuss what	**Reading, Interpreting and Using** • Understand the world map is the globe in a flat line • Use digital maps to find their house and identify key features in their area • Find UK on atlas/on a globe – use directional language to identify location • Estimate relative distances (near or far) • Know maps can be used to find your way – Use a simple	**Reading, Interpreting and Using** • Use physical and digital maps and atlas to find continents, countries, oceans and capital cities • Use maps, globes and atlas to estimate relative distances with a degree of accuracy and comparing more than one place • Use images and maps to compare location of different places and their features • Identify symbols on maps and how they can be used	**Reading, Interpreting and Using** • Understand keys. Use them to find items on a map and use them in maps they draw. • look for different types of features on atlas maps, e.g. rivers, roads • use maps of a range of scales, including street and atlas maps to find places and to note directions from one place to another • Look at oblique, aerial photographs of different places with maps and recognise some patterns	**Reading, Interpreting and Using** • Know conventional map symbols and common Ordnance survey symbols and use them with appropriate maps to find features, such as roads, buildings, water, etc., in the key and on the map • Follow a route on a map with relative accuracy (orienteering/fieldwork) • use a metre ruler or trundle wheel to measure straight line distances during fieldwork reasonably accurately. Apply this to scale when creating maps.	**Reading, Interpreting and Using** • identify features on and purpose of different styles of map including atlas, large scale/ordnance survey, thematic and relief maps, eg coastline, mountains etc • use the scale bar to help measure both straight line and winding distances between two points on maps and rivers • become aware that some symbols on small-scale maps are in disproportionate size to the real features they represent, such	**Reading, Interpreting and Using** • use a map to find the way around an area and relate their position and features they see to their location on the map • become aware from the layer tints on relief maps and the contour lines on medium scale conventional maps that the landscape shown is not flat • develop their understanding of the real distances that they measure on large-scale maps on fieldwork of local area

Knowledge and Skills Progression

they think of the setting • Walk *(around the school and immediate area)* Point out features they notice, use simple direction language and discuss pointers • Retrace routes with different leaders • Show variety of images of an area (oblique, vertical aerial) Find what they can see and trace some routes • Know the difference between land and water on a map. • Use a simple map of the room (with few key markers drawn on it – eg tables) for scavenger hunt/find things in the room	picture map to follow a route (Fieldwork – London) • look at an oblique aerial photograph of their local area, London and point out features they recognise, then look at a large scale vertical aerial photograph of the same area and identify features, and then see if they can locate the same features on both photographs • Understand that maps can change over time and why this is	• Look at oblique, aerial photographs of different places and maps with simple symbols • look for different types of features on atlas maps, e.g. city, country, sea	• Recognise contours showing height and slope	• Look at oblique, aerial photographs of different places and maps and recognise some patterns being to explain what they show • Explain what places are like using maps	as roads on road maps • discuss the purpose of the information on a a map, (including the title, key, grid co-ordinates, compass line or rose and scale bar) • use the contents page and a map index with its map to identify locations	• see how the same features are shown by symbols on maps of different scales • compare maps showing the same area at different scales and perspectives (including satellite and with different purposes and describe some of the information that can be discovered by using these maps together

Knowledge and Skills Progression

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Geographical Knowledge	Become familiar with globe/maps as the world they live in. Use toys/role play/stories to become with different places. Become familiar with simple vocabulary eg, forest, hill, farm, city, sea, beach, mountain, house, soil Recognise their school's layout.	Use digital maps to find their house, school and local area. Know their home address. Find UK and London on a map. Know what a capital city is. Name and find the UK's 4 countries and capital cities. What is a feature and what is the difference between physical and man-made (human) Recognise landmarks in their local area Recognise landmarks in a capital city they are familiar with. Fieldwork around their school and features of the local area. Become familiar with a wider range of simple vocabulary: country, ocean, river, town, capital city, village, factory, office, shop, season, weather, landmark	Name and locate 7 continents and 5 oceans on a map. Find some countries and regions (Artic, Caribbean) on a map. Name and locate a country and capital city on different continents of the world. Compare to the UK & London. Identify North pole, South Pole and equator on map and what the temperature is like there Recognise landmarks and basic human and physical features of countries and regions studied. Compare with UK/London/local area and other countries. Become familiar with a wider range of simple vocabulary: continent, valley, vegetation, coast, cliff,	Name and locate more than one country within a continent and locate them on a map. Know that countries have different climate, time zones and features. Identify tropics of cancer, Capricorn, Artic and Antarctic circle and how this effects temperature Identify Northern hemisphere, Southern hemisphere and equator on map and **how** these effect climate.	Name and locate countries and more than one region of the UK. Identify different cities and towns. Identify and understand topographical features including coasts. Identify land use patterns of the UK. Understand geographical similarities and differences between the UK and European country. (Link to Artic, Caribbean Yr2, Countries identified in Yr 3) Understand what Longitude and latitude is and use to locate places on the Earth.	Name and locate countries within a specific continent (South America). Identify key physical and human features within an area. Understand and explore the environment and different regions. Identify land use patterns of South America. Understand geographical similarities and differences between the UK and a region in South America. Begin to know how and why there are changes. (also link to Artic, Caribbean Yr2, countries identified in Yr3, European country Yr4)	Name and locate countries and cities within a specific continent (North America). Identify key physical and human features within an area. Understand and explore the environment and different regions. Use this to identify patterns or process that affect life in an area. Understand that longitude can help identify time zones and know the prime meridian and its meaning. How can this help us identify time. Understand geographical similarities and differences between the UK and a region in North America. Know how and why there are changes. (Also link to Artic, Caribbean Yr2, countries identify in Yr3, European country Yr4, South America Yr 5) Identify land use patterns of local area and how these have changed over time. Identify land use patterns of North America and how this impacts life in the area.
Geographical understanding Processes, conditions, interactions patterns etc	Know different types of weather	Identify daily weather patterns and seasons	Comparison of hot and cold places in relation to the equator and North and South poles Similarities and differences between UK and Artic/Caribbean	Describe and understand: climate zones Volcanoes trade links (import and export – food) Distibution of natural resources – food	Describe and understand: Vegetation belts and biomes Coasts Types of settlement & land use (UK)	Describe and understand: Rivers / water cycle Altitude Mountains (South America) Types of settlement and land use (outside of the UK – South America) Distribution of natural resources – energy, minerals, water Begin to make links between the people, places and environments.	I Describe and understand: the impact of climate zone, vegetation belts and biomes, rivers, coasts, altitude etc. Earthquakes/extreme weather – North America Types of settlement and land use (outside of the UK – North America) and its impact of the area. Economic activity and trade links and their impact on an area. Understand the conditions and process that might have led or lead to changes.