



GEOGRAPHY SKILLS PROGRESSION

Progression in Geography Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical language	Name of roads where they live / the school is / the Church is Town – Solihull City – Birmingham Weather Use language of habitats and climate ELG: Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps	Geographical language to describe features or location e.g. hill/local/road/coastline/ beach/ sea/ harbour/ shop Use directional language	Geographical language to describe feature or location e.g. valley/hill/ a road/ coastline/ season/ weather/ ocean Simple compass directions Use locational language	To describe route and direction – 8 compass points e.g. N,S,E,W,NW,NE, SW,SE Link words to topic e.g. volcanoes / earthquakes/ mountains / land use	To describe route and direction linking N/S/E/W with degrees on a compass Link words to topic/theme e.g. climate zones	To describe route and direction, location linking 8 points of compass to degrees n compass Link words to theme e.g. river, erosion/ deposition/ transportation/ water cycles/ rivers – confluence/ tributary	Describe route, direction, location 16 points on compass to degrees on compass Link words to theme e.g. settlement – urban/ rural/land use/ sustainability /biomes
Enquiry (builds on questions from previous years)	3 & 4 year olds will.. Ask geographical questions e.g. where does my family live Children in Reception will... Recognise some similarities and differences between life in this country and life in other countries ELG: Understand the effect of changing seasons on the natural world and world around them	Asks geographical questions e.g. what is it like to live in this place? Expresses own views about a place people, environment Recognise how places have become the way they are e.g. shops (patterns and processes) Observe and record e.g. identify building on a street – memory maps Communicate in different ways e.g.	Asks geographical questions – where is this place? What is it like? How has it changed? Expresses own views about a place, people, environment, location Gives detailed reasons to support own likes, dislikes, preferences Recognise how places have become the way they are e.g. shops (patterns and processes)	Asks geographical questions: where is this location? What do you think about it? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos / pictures Temperatures in different locations, population Identify and explain different views of people including themselves e.g.	Asks questions – what is this landscape like? What will it be like in the future? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos / pictures Maps Identify and explain different views of people including themselves Collect and record evidence: construct	Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing? Analyse evidence and draw conclusions e.g. compare historical maps of varying scales Temperature of various locations – influence on people/everyday life Identify and explain different views of	Ask questions: what is this landscape like? How is it changing? What patterns can you see / how has the pattern changed? Analyse evidence and draw conclusions e.g. from fieldwork data on land use comparing land use / temperature. Look at patterns and explain reasons behind it Identify and explain different views of

		<p>pictures / pictograms / simple maps / sketches/ labelled diagrams</p>	<p>Observe and record in different ways e.g., sketches, diagrams, ICT</p> <p>Communicate in different ways – pictures, writing, charts</p>	<p>views of different sections of community when developing holiday resort / new housing estate</p> <p>Hold geographical issues through drama, role play e.g. recycling</p> <p>Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning atlas)</p> <p>Communicate in ways appropriate to task and audience creating a sense of place e.g. use questionnaires, charts, graphs to show results, write views to local paper</p>	<p>questionnaire, results in a simple chart, colour coded maps which demonstrate patterns</p> <p>Communicate in ways appropriate to task and audience</p>	<p>people including themselves</p> <p>Design and use a questionnaire to obtain views of community on subject</p> <p>Collect and record evidence</p> <p>Record measurements of river width / depth/ velocity</p> <p>Conduct a land use survey</p> <p>Categorise codes</p> <p>Communicate in ways appropriate to task and audience e.g., persuasive writing – show information on map overlays in showing levels of information e.g. old/new</p>	<p>people including themselves</p> <p>Give increased detail of views, justification – detailed reasons</p> <p>Influencing views</p> <p>Collect and record evidence</p> <p>Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school</p>
<p>Locational and Place Knowledge</p>	<p>To know the town in which our school is and where we live is Solihull</p> <p>To know that Birmingham is a big city close to Solihull</p> <p>To name some countries around the world</p> <p>ELG:</p> <p>Know some similarities and differences between</p>	<p>Know the UK is a union of 4 countries</p> <p>To know the names of the seas surrounding the UK</p> <p>To know a capital city is a city that is home to the government and ruler of a country</p> <p>To know the 4 capital cities of the UK</p>	<p>To know that the ocean is a large sea</p> <p>To know that there are 5 oceans on our planet</p> <p>to know there are 7 continents in the world</p> <p>to know that the equator is an imaginary line which divides the earth</p> <p>to know the location of hot and cold</p>	<p>To know that volcanoes can be found in Europe</p> <p>To know that Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia are significant volcanoes</p> <p>To know some major countries and cities of the UK</p> <p>To know the rivers that run through</p>	<p>To know that the 7 continents vary in climate (climate zones)</p> <p>To know that climate is the long term pattern of weather conditions found in a particular place</p> <p>To know that food produced in different countries is dependent upon</p>	<p>To know that some of the major rivers include Mississippi, Danube, Nile and Amazon</p> <p>To know the significant key rivers around the UK including the Thames, the Severn and the Trent</p> <p>To know that certain aspects of the UK</p>	<p>To know a growing number of cities and countries in the UK and abroad</p> <p>To know that latitude is the distance north and south of the equator</p> <p>To know that the longitude is the distance east or west of the prime meridian</p>

	<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Know that England is the biggest country in the UK</p> <p>To know some of the characteristics of the countries of the UK</p> <p>To know the countries of the UK are made up of cities, towns and villages</p> <p>To know that towns and cities are settlements</p> <p>To know that Solihull is town in which our school is located</p> <p>To know that Birmingham is a big city close to Solihull</p> <p>to know that places can be compared in different ways</p>	<p>places in the world in relation to the equator</p> <p>to know that Solihull and India have similarities and differences in their human and physical features</p>	<p>Birmingham and Solihull</p> <p>To know some significant mountain ranges in the UK</p> <p>To know what causes earthquakes</p> <p>To know where earthquakes have happened</p>	<p>that countries physical geography, including climate</p> <p>To know that America is made up of 2 continents (North and South America), countries and states</p> <p>To know some of the countries of South America</p> <p>To know that the tropics of Cancer and Capricorn are imaginary lines on the earth</p> <p>To know that the tropic of Capricorn sits south of the equator</p> <p>To know what migration is</p> <p>To identify reasons why people migrate</p>	<p>support different types of farming</p> <p>To know that trade links are needed to transport food across the world and into our country</p>	<p>To know the prime meridian is the imaginary line from the north pole to the south pole that passes through Greenwich in England and marks 0 degrees longitude</p> <p>To know that the equator is an imaginary line splitting the world into the Northern and Southern hemispheres</p> <p>To know that there are different time zones around the world, including day and night</p> <p>To know that the Artic and Antarctic circles are at opposite ends of the Earth</p> <p>To know that Mexico is the southern most point of Northern America</p> <p>To know what about biomes</p> <p>To describe different biomes</p>
Theme	<p>Myself (Cycle 1)</p> <p>Traditional Tales (Cycle 1)</p> <p>Eric Carle (Cycle 1)</p> <p>Elmer (Cycle 2)</p> <p>Bears (Cycle 2)</p> <p>Mick Inkpen/The Train Ride (Cycle 2)</p>	<p>Our School</p> <p>The United Kingdom</p> <p>Island Life</p>	<p>Our Local Area</p> <p>Capital Cities</p> <p>Climate and Weather</p>	<p>Compare land use in villages, towns and cities</p> <p>Mountains, volcanoes and earthquakes</p>	<p>Migration</p> <p>Climate Zones</p>	<p>Local fieldwork linked to rivers</p> <p>Rivers/Water Cycle</p> <p>Global warming and climate change in our world</p>	<p>Warwick</p> <p>Location of Mayan Civilisation</p> <p>Biomes</p>

Fieldwork	Draw simple maps of the immediate environment/ imaginary story settings	Use simple field sketches Observational skills	Use simple field sketches and diagrams	Use detailed field sketches and diagrams	Field sketches should show understanding of movement/change	Field sketches should show understanding of pattern/ movement/change	Field sketches should show understanding of pattern/ movement/change
Map Work / atlas work	3 & 4 year olds will.. Books, props, puppets, dolls – talk about similarities and differences Children in Reception will... Draw information from a simple map	Make simple maps and plans Explore maps of the local area e.g. where the school is and plans of the school Use world maps, globes to identify the UK Ariel photographs	Use globes, maps, atlases, plans at a range of scales Use content /index to locate country / draw information from a map Draw a map with basic symbols in a key	Draw maps more accurately Plan view (from above) Use key accurately Use contents/index to locate page quickly and accurately (ICT)	Draw accurate map – develop more complex key Use contents / index to locate position of location including page / co-ordinates	Draw in scale – accuracy of scale Locate information / place with speed and accuracy Use key to make deductions about landscape/industry/ features	Locate information / place with speed and accuracy Use key to make deductions about landscape/industry/ features

“We love and learn together by growing in friendship with Jesus”