Downholland Haskayne - Geography – Progression in Skills

	EYFS	Year 1 and Year 2	Year 3 & Year 4	Year 5 & Year 6
Place & Locational Knowledge 	• Name familiar places visited in everyday life and places important to their family. • Talk about what familiar places are like, using observations and experiences. • Ask questions about places in other countries. • Represent ideas about familiar and contrasting places through talk, role play, drawings and models.	• Name and locate the seven continents and five oceans using maps and globes. • Name and locate the four countries of the United Kingdom, their capital cities and surrounding seas. • Locate the Equator and the North and South Poles; identify hot and cold areas of the world. • Ask and answer questions about what a place is like, who lives there and what people do there. • Describe similarities and differences between a small area of the UK and a small area in a non-European country. • Express views about places and give simple reasons.	• Locate England, Lancashire and Liverpool using maps, atlases, globes and digital mapping; locate Sefton and Merseyside in relation to Liverpool. • Name and locate UK counties and cities, and describe the main human and physical characteristics of geographical regions. • Locate countries in Europe, including Russia, and describe features of places studied. • Locate the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, and Arctic and Antarctic Circles; describe places in relation to these. • Describe geographical similarities and differences between a UK region and a region in a European country; use maps and aerial photographs as evidence. • Give reasons for views about places and begin to explain differences in how people live.	• Locate countries and significant cities in North and South America and consolidate knowledge of countries and places studied previously. • Use maps, atlases, globes and digital mapping to describe the position and characteristics of places with increasing precision. • Explain the significance of latitude, longitude, the Equator, hemispheres, tropics, polar circles and time zones, including their relationship to day and night. • Compare a UK region, a region in a European country and a region in North or South America, explaining geographical similarities and differences. • Compare maps and images from different periods to explain how places change over time. • Explain connections and interdependence between places through trade, resources and human activity. • Select and evaluate geographical representations, giving evidence-based descriptions and views.
Human & Physical Geography 	• Use everyday vocabulary to name natural features in the immediate environment. • Talk about familiar buildings and places and how people use them. • Observe and describe weather and seasonal changes in familiar surroundings.	• Identify and describe physical features using vocabulary such as beach, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. • Identify and describe human features using vocabulary such as city, town, village, factory, farm,	• Describe and compare the human and physical features of the UK, Liverpool and other locations studied, using geographical vocabulary. • Compare types of settlement and land use, and identify trade links,	• Explain how physical processes shape rivers, mountains, volcanoes, earthquake-affected areas and coasts, and how landscapes change over time. • Explain relationships between climate zones, biomes and

	• Talk respectfully about similarities and differences between people and places.	house, office, port, harbour and shop. • Observe and describe daily weather and seasonal patterns in the UK; explain simple effects on clothing and activities. • Compare human and physical features of a small UK locality and a contrasting non-European locality. • Recognise that weather and climate differ between places, linking observations to hot and cold areas of the world. • Describe simple ways people affect the environment and choices that help care for it.	including places linked to Liverpool through tourism. • Describe a river's journey from source to sea and explain the water cycle using appropriate terminology. • Describe key features and processes associated with rivers, mountains, volcanoes and earthquakes. • Describe climate zones, biomes and vegetation belts, making links between climate and vegetation. • Describe economic activity and the distribution and use of natural resources, including energy, food, minerals and water. • Use evidence to describe changes in land use over time and explain how people's choices can affect environments and other people.	vegetation belts, using examples from places studied. • Explain how physical features influence settlements, land use and economic activity. • Explain trade links and the distribution and use of natural resources, including energy, food, minerals and water. • Explain how people use and modify physical environments, considering both benefits and risks. • Analyse positive and negative effects of human changes at local and global scales, supporting conclusions with evidence. • Explain links between human and physical geography when comparing places and considering environmental choices.
Geographical & Fieldwork Skills 	• Observe the immediate environment closely and talk about what they notice. • Use simple positional language to describe where things are. • Represent familiar places and routes through drawings and simple models. • Share observations through talk and pictures, with adult support.	• Use maps, atlases and globes to identify places studied; recognise familiar features on simple local maps. • Use near, far, left and right, progressing to north, south, east and west, to describe locations and routes. • Recognise landmarks and basic human and physical features in aerial photographs and plan views. • Draw simple maps and use symbols in a key; begin to use simple letter–number grid references. • Use observations and photographs to investigate the school grounds and surrounding environment. • Collect and record simple data in tables and describe what the observations show.	• Use the eight points of a compass and four-figure grid references to locate features and describe routes. • Use common Ordnance Survey symbols and a key; recognise how contours show height and slope. • Use maps at different scales and select information using an atlas index and contents page. • Use aerial photographs, plans and digital mapping to identify landmarks and follow routes. • Ask geographical questions and use fieldwork to observe, measure and record features of the local area and Liverpool. • Use cameras and video to record geographical features and support observations.	• Use eight compass points, four-figure and six-figure grid references, and standard Ordnance Survey symbols accurately. • Interpret contours, scale and map keys; select appropriate maps, aerial images and digital tools for a geographical enquiry. • Compare maps and aerial photographs from different dates to investigate change. • Plan fieldwork questions and select suitable methods to observe, measure and record human and physical features. • Use sampling methods, including random sampling where appropriate, and record results systematically. • Present information using sketch maps, plans, tables, graphs and

			• Present findings through sketch maps, plans, tables and graphs, and describe patterns using the evidence collected.	digital mapping; select a suitable graph, including a line graph where appropriate. • Create maps that show patterns such as land use, climate, population or height of land. • Analyse data and other evidence to explain patterns, draw supported conclusions and evaluate the methods used.