



# GEOGRAPHY - PROGRESSION OF SKILLS



| Year Group       | Locational Knowledge   | Place Knowledge  | Human & Physical Geography  | Geographical Skills & Fieldwork  | Key Vocabulary  |
|------------------|--|--|---|--|---|
| <b>Nursery</b>   | Explore immediate surroundings. Recognise familiar places in school and local area. Begin to talk about where they live. | Notice similarities and differences between places they visit. Discuss familiar environments such as home, nursery and park. | Experience different weather conditions. Identify simple features such as trees, grass, roads and buildings. Begin to notice seasonal changes.                              | Follow simple routes. Use positional language (in, on, under, next to). Observe environmental features. Draw simple pictures of familiar places.                                       | <i>place, home, school, park, road, tree, weather, rain, sun, hot, cold, near, far, next to</i>   |
| <b>Reception</b> | Know their address or area where they live. Begin to understand that places exist beyond their local area.               | Compare their local area with another place through stories and images. Discuss features of different environments.          | Describe weather and seasonal changes. Identify natural and man-made features. Begin to understand how environments differ.   | Create simple maps of familiar environments. Use photographs and simple plans. Follow and describe routes. Make observations and communicate findings through drawings and discussion. | <i>map, route, address, village, town, season, spring, summer, autumn, winter, natural, human, environment</i>  |
| <b>Year 1</b>    | Name and locate the four countries of the UK. Recognise surrounding seas. Begin to name continents and oceans.           | Study the local area. Identify similarities and differences between places.  | Identify weather patterns and seasonal changes. Recognise physical features (beach, coast, forest, hill, river, sea) and human features (town, village, farm, house, shop). | Use simple maps, atlases and globes. Use directional language and four compass points. Draw simple maps with symbols. Carry out observations around school grounds.                    | <i>United Kingdom, England, Scotland, Wales, Northern Ireland, continent, ocean, sea, river, hill, forest, beach, coast, town, village, map, atlas, globe, north, south, east, west</i> |
| <b>Year 2</b>    | Name and locate the seven continents and five oceans. Secure knowledge of UK countries and capitals.                     | Compare a UK locality with a contrasting non-European locality.  | Locate hot and cold places in relation to the Equator and Poles. Describe human and physical features of contrasting locations.   | Use aerial photographs. Interpret simple maps. Create maps with keys. Collect and record geographical information through fieldwork.   | <i>Equator, North Pole, South Pole, capital city, aerial photograph, key, symbol, climate, compare, physical feature, human feature, continent, ocean</i>                               |

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| <b>Year 3</b> | Locate counties and cities of the UK. Identify major rivers and mountains. Locate Europe and major European countries.                    | Study a region within the UK. Compare the local area with another UK region.          | Understand settlements and land use. Identify river features. Explore weather and climate.                               | Use atlases and digital maps. Use four-figure grid references and eight-point compass directions. Conduct simple fieldwork investigations.   | <i>county, city, region, settlement, land use, climate, river source, mouth, tributary, mountain, Europe, grid reference, compass points, survey</i>   |
| <b>Year 4</b> | Locate countries and major physical features of Europe. Locate regions of North or South America.   | Compare a European region with the UK.  | Study mountains, volcanoes and earthquakes. Describe climate zones and vegetation belts.                                 | Use OS maps and symbols. Interpret aerial imagery. Use digital mapping. Present fieldwork findings using charts and graphs.  | <i>volcano, earthquake, magma, lava, tectonic plate, mountain range, climate zone, vegetation belt, hemisphere, contour, ordinance survey, graph, data</i>   |
| <b>Year 5</b> | Locate countries of North and South America. Identify significant environmental regions and global distribution patterns.                 | Compare a UK region with a region in the Americas.                                    | Study biomes, ecosystems and the water cycle. Explore trade links and natural resources.                                 | Introduce six-figure grid references. Interpret thematic maps. Collect and analyse fieldwork data. Use digital technologies to present findings.   | <i>biome, ecosystem, water cycle, precipitation, evaporation, trade, import, export, natural resource, distribution, sustainability, six-figure grid reference, thematic map</i>                               |
| <b>Year 6</b> | Demonstrate secure knowledge of continents, oceans, countries and key physical features. Explain geographical patterns and relationships. | Compare multiple regions across the world. Understand interdependence between places. | Explain how physical processes affect human activity. Understand resource distribution and environmental sustainability. | Independently plan and conduct fieldwork. Use maps confidently at different scales. Apply four- and six-figure grid references accurately. Analyse and present geographical data, drawing justified conclusions. | <i>interdependence, sustainability, development, migration, urbanisation, population, renewable, non-renewable, resource distribution, globalisation, environmental impact, analysis, conclusion, evaluate</i> |

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