



**St Bartholomew's C of E Primary School**  
**Progression of Skills for Geography**  
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As the curriculum for Geography encompasses a range of disciplines, the skills progression for each is detailed separately below. The EYFS curriculum does not separate the discipline as exclusive teaching areas so the skills progression encompasses all the disciplines through the Early Learning Goals, the New EYFS Framework 2021 and DfE Guidance from the Development Matters 2021 Documents.

**EYFS**

**Early Learning Goals:**

The statutory framework for the EYFS (2021) states that educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Class teachers and subject leaders will use the guidance from the Department for Education 's Development Matters Document 2021 to determine progression and children's corresponding attainment. (Pages 114 onwards)

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b><u>Nursery</u></b></p> <p><u>The Natural World</u></p> <p>Children use all their senses in hands on exploration of natural materials.</p> <p>Talk about what they see, beginning to use new vocabulary they have learnt</p>	<p><b><u>Nursery</u></b></p> <p><u>The Natural World</u></p> <p>Children explore how things work.</p> <p>Children talk about the differences between materials and changes they notice.</p>	<p><b><u>Nursery</u></b></p> <p><u>The Natural World</u></p> <p>Children explore and talk about different forces they can feel.</p> <p><u>Past and Present &amp; People, Culture and Communities</u></p>



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<p><u>Past and Present &amp; People, Culture and Communities</u></p> <p>Children continue developing positive attitudes about the differences between people.</p>	<p><u>Past and Present &amp; People, Culture and Communities</u></p> <p>Children show interest in different occupations.</p>	<p>Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p><b><u>Reception</u></b></p> <p><u>The Natural World</u>        Children explore the natural world around them, describing what they see, hear and feel whilst outside.</p> <p><u>People, Culture and Communities</u>        Children learn to talk about the lives of the people around them (immediate family) and their roles in society.</p>	<p><b><u>Reception</u></b></p> <p><u>The Natural World</u>        Children identify some environments that are different to the one in which they live.</p> <p>Children learn about the changing seasons in the natural world and changing states of matter.</p> <p><u>People, Culture and Communities</u>        Children recognise some similarities and differences between life in this country and life in other countries.</p>	<p><b><u>Reception</u></b></p> <p><u>The Natural World</u>        Children draw information from a simple map.</p> <p><u>People, Culture and Communities</u>        Children understand that some places are special to members of their community.</p>

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	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>The UK and Local Area</b>	Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its	Describe where the UK is located, and name and locate its four countries and some counties; locate	Describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using	Locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant	Locate and describe a range of contrasting physical environments in the UK, e.g.



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	<p>Know about the local area and name key landmarks, such as the nearest local green space. From a vocabulary list of features of the local area, identify which are human or physical and describe these features.</p>	<p>surrounding seas on a range of maps. Know the local area and its physical and human geography.</p>	<p>where they live in the UK. Relate continent, country, county, city/ where they live. Locate physical environments in the UK.</p>	<p>locational terminology (north, south, east, west). Locate and describe several contrasting physical environments.</p>	<p>rivers and mountains. Locate the UK's regions and major cities.</p>	<p>coastal, river, hill and mountain environments, and how they change. Locate, with accuracy, the UK's major urban areas. Identify broad land-use patterns of the UK.</p>
<p><b>The World and Continents</b></p>	<p>Recognise and name some continents and oceans on a globe or atlas.</p>	<p>Know the relative locations of the continents and oceans to the equator and north and south poles.</p>	<p>Locate countries in Europe on a map or atlas. Describe some European cities using an atlas. Use a globe and map to identify the position of the poles, the equator, the hemispheres, the Tropics and the Circles.</p>	<p>Locate most countries in Europe and North and South America using an atlas. Identify states in the USA using a map, and explain and illustrate continent, country, state and city with examples. Identify the position of the equator, the hemispheres, Tropics, the Circles, Prime/Greenwich Meridian, including day and night.</p>	<p>Locate some major cities and countries of Europe and North and South America on physical and political maps. Describe some key physical and human characteristics of Europe and North and South America. Locate places studied in relation to the equator, the Tropics, latitude and longitude.</p>	<p>Locate places and regions of Europe and North and South America, and identify the distinct characteristics of some regions. Describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America.</p>



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						Locate places studied in relation to the equator, the Tropics, latitude, and longitude, and relate this to their time zone, climate, seasons and vegetation.
<b>Physical Themes</b>	<p>Talk about the day-to-day weather and some of the features of the seasons in their locality.</p> <p>Show awareness that weather may vary in different parts of the UK and in different parts of the world.</p> <p>Talk about a natural environment, naming its features using some key vocabulary.</p>	<p>Talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons.</p> <p>Describe the pattern of hot or cold areas of the world and relate these to the position of the equator and the poles.</p> <p>Recognise different natural environments and describe them</p>	<p>Describe the pattern of hot or cold areas of the world and relate this to the position of the equator and the poles.</p> <p>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Understand the relationship between climate and vegetation.</p> <p>describe several physical features</p>	<p>Recognise different natural features and describe them using a range of key vocabulary.</p> <p>Describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and coasts.</p> <p>Describe and name the key landscape features of river and coastal environments in the UK.</p> <p>Explain the water cycle in appropriate geographical language.</p>	<p>Understand our food is grown in many different countries because of their climate.</p> <p>Understand key aspects of the distribution of resources including energy, food, minerals and water.</p> <p>Describe and understand key aspects of economic activity, including trade links.</p>	<p>Understand how climate and vegetation are connected in a range of biomes.</p> <p>Explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it.</p> <p>Relate climate to food production.</p> <p>Describe and understand some key physical processes and the resulting</p>



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		using a range of key vocabulary.	and describe how they change.	Describe some of the processes associated with rivers and coasts.		landscape features.
<b>Human Themes</b>	Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary	Identify different human environments, such as the local area and contrasting settlements such as a village and a city. Describe their features and some activities that occur there using a range of key vocabulary.	Identify and sequence different human environments, such as the local area and contrasting settlements such as a village or a city. Recognise features and some activities that occur in different settlements using a range of key vocabulary. Recognise the main land uses within urban areas and the key characteristics of rural areas.	Describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. Describe the main land uses within urban areas and the activities that take place there. Describe the key characteristics of rural areas.	Know and understand what life is like in cities and in villages. Know the journey of how one product gets into their home in detail. Describe different types of industry currently in the local area. Know where some of our main natural resources come from. Understand that our shopping choices have an effect on the lives of others.	Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world. Explain how, and offer reasons why, the types of industry in the area have changed over time. Understand where our energy and natural resources come from, and the impacts of their use. Describe some renewable and non-renewable energy sources.



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<p><b>Understanding Places and Connections</b></p>	<p>Make observations about, and describe, the local area and the nearest local green space.          Describe an aspect of the physical and human geography of a distant place.          Show awareness of their locality and identify one or two ways it is different and similar to the distant place.</p>	<p>Make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected.          Confidently describe the physical and human geography of a distant place.          Confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so.</p>	<p>Understand the basic physical and human geography of the UK and its contrasting human and physical environments.          Recognise that some regions are different from others.          Recognise that there are physical and human differences within countries and continents.          Show awareness of the physical and human characteristics of a European region.          Describe how some physical processes can cause hazards to people.          Recognise that there are advantages and</p>	<p>Have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments.          Explain why some regions are different from others and give reasons why some are similar.          Offer explanations for the similarities and differences between some regions in North or South America.          Describe and compare the physical and human characteristics of some regions in North or South America.          Understand how the human and physical characteristics are</p>	<p>Understand how a region has changed.          Understand how human activity is influenced by climate and weather.          Identify an important environmental issue.          Understand the distribution of natural resources including energy.          Understand key aspects of economic activity including trade links within and between countries.</p>	<p>Understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected.          Explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future.          Understand how human activity is influenced by climate and weather.          Understand that no single type of energy production will provide all our energy needs.</p>
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			disadvantages of living in certain environments.	connected for more than one region in Europe and North or South America. Offer reasons why physical processes can cause hazards to people. Offer explanations for the advantages and disadvantages of living in hazard-prone areas.		
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<p><b>Map and Atlas Work</b></p>	<p>Use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom. Locate places on a map of the local area using locational and directional language.</p>	<p>Use a world map, atlas or globe to locate the continents and oceans relative to the equator and north and south poles. Use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. Describe a journey on a map of the local area locating features and landmarks seen on the journey.</p>	<p>Use a map to identify countries in Europe. Use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Use an atlas to locate where they live in the UK and the UK's major urban areas. Use a simple letter and number grid. Give direction instructions up to four compass points. Use large scale maps outside.</p>	<p>Use an atlas to locate many countries, cities and key features in North and South America. Use a map to locate the states of the USA. Use an atlas to name and locate a range of cities and counties in the UK Use an atlas with confidence to locate places using latitude and longitude; be able to describe the location of the place using a nested hierarchy and describe where the place is in relation to others. Know that six-figure grid references can help them find a place more accurately than four figure grid references.</p>	<p>Use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe. Use globes and atlases to locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude. Use four-figure grid references. Use OS map symbols and atlas symbols. Use maps at different scales. Recognise that contours show height.</p>	<p>Use atlases to identify the distinct characteristics of some regions of North and South America. Use globes and atlases to accurately locate places by their latitude and longitude. Use four/six-figure grid references with ease and accuracy. Describe the shape of the land from contour patterns. Work confidently with a range of maps from large-scale street maps to 1: 50,000 maps.</p>
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				Use the scale bar or 1 km grid to estimate distance. Recognise patterns on maps and begin to explain what they show.		
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<b>Fieldwork and Investigation</b>	Use aerial photos to identify features of a locality. Draw a simple map. Locate some features of the school grounds on a base map.	Use aerial photos to identify a range of physical and human features of a locality. Draw a map with a key of places showing landmarks. Keep a weekly weather chart based on first-hand observations using picture symbols, and talk about this data and identify patterns. Accurately locate features of the school grounds on a base map.	Make a simple sketch map. Present information gathered in fieldwork using a simple graph. Use digital maps to identify familiar places. Carry out fieldwork in the local area using appropriate techniques suggested.	Make a detailed map of a short route with features in the correct order and in the correct places. Present information gathered in fieldwork using a range of graphs. Use the zoom function to explore places at different scales and add annotations. Plan a fieldwork investigation in the local area selecting appropriate techniques.	Make a sketch map with symbols. Use digital maps to identify human and physical features. Present information gathered in fieldwork using simple graphs. Carry out fieldwork in an urban area and/ or a rural area using appropriate techniques.	Use digital maps to research factual information about features. Present information gathered in fieldwork using a range of graphs and other data presentation techniques. Design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.
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