

Geography

Progression



Year	Vocabulary	Geographical Skills and Fieldwork (map work and describing position)
EYFS	Map, direction, above, below, next to, opposite, beside, near, far, similar, same, different, Sheffield, Wisewood, England	Understand what a map is. Look at different types of maps – possibly related to stories and imaginary places
Year 1	Town, city, capital, country, sea, atlas, globe, further, closer, left, right, human, physical, environment	Use world maps, atlases and globes to identify the United Kingdom, its countries and surrounding seas. Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds
Year 2	Continent, ocean, compass, north, south, east, west, route, landmark, symbol, equator, polar	Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage Use directional language as well as starting to use the four compass points (NSEW) to describe the location of features and routes on a map. Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the key human and physical features of their surrounding environment.
Year 3	Aerial, oblique, scale, key, county, topographical, Northern hemisphere, Southern hemisphere, co-ordinates, region, geology	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs Use 4 compass points confidently to follow/give directions: Use letter/no. co ordinates to locate features on a map. Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Know why a key is needed. Use standard symbols. Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)
Year 4	North-west, North-east, South-west, South-East, 8-point compass, ordnance survey (OS) map, Arctic circle, Antarctic circle, local, national, global, climate change, global warming	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Make a more accurate map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Locate places on large scale maps, (e.g. Find UK or Russia on globe) Follow a route on a large scale map.
Year 5	Thematic, climate zones, social, economic, political, land use patterns, settlements, 4-figure coordinates	Use index and contents page within atlases. Use medium scale land ranger OS maps. Use 8 compass points confidently Use 4 figure coordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key; Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)
Year 6	Latitude, longitude, time zones, Greenwich meridian, tropic of Cancer and Capricorn, biomes, vegetation belts, 6-figure coordinates	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe. Use 8 compass points confidently and accurately; Use 6 figure co ordinates to locate features on a map. use latitude and longitude on atlas maps. Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise OS map symbols Use atlas symbols Follow a short route on an OS map Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)

Year	Geographical Skills and Fieldwork (Geographical enquiry)	Locational Knowledge
EYFS	Make observations and talk about the features of their own immediate environment and how environments might vary from one another	Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.
Year 1	Use simple fieldwork and observational skills to study the geography of their school and its grounds Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school	UK's countries, capitals and seas.
Year 2	Use simple fieldwork and observational skills to study the key human and physical features of their surrounding environment. Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photo s and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places	Name and locate the 7 continents and 5 oceans (including Equator)
Year 3	Begin to ask/ initiate geographical questions. Use NF books, stories, atlases, pictures/photo s and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Name and locate some counties and cities of the United Kingdom, and key topographical features (including hills, mountains, coasts and rivers) Equator and Northern and Southern Hemisphere – linked to volcanoes. Where are volcanoes located on earth?
Year 4	Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Significance of Arctic and Antarctic circle – linked to climate change
Year 5	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Focus on land use patterns and how aspects of this have changed over time (anglo Saxons/Vikings)
Year 6	Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it	Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Prime/Greenwich meridian and time zones – link to world topic Latitude and longitude – tropic of cancer and Capricorn – linked to rainforests. Most rainforests between the tropic of cancer and Capricorn

Year	Human and Physical	Place Knowledge
EYFS	Begin to understand simple symbols on a map. Children know that the environment and living things are influenced by human activity	In relation to their home and immediate area (school and home)
Year 1	Identify seasonal and daily weather patterns in the United Kingdom Physical features: soil, season and weather Key human features, including: city, house, office, and shop	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
Year 2	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, key human features, including: city, town, village, factory, farm, port, harbour.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Year 3	Volcanoes, earthquakes, rocks and soils	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Year 4	Water cycle – how has the water cycle been affected by climate change?	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America Climate change on local/national/ global scale
Year 5	Climate zones within America Choose country – look at physical/human features and make links. Types of settlement and land use – Anglo Saxons, Vikings	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America Culture/religion/personality/current news and events
Year 6	Social, Economic, Environmental Political Biomes and vegetation belts – Linked to rainforests	Understand geographical similarities and differences through the study of human and physical geography of 3 different contrasting regions across the globe How is a place and how people live their lives in it affected by national and international events e.g. war, disease