



Subject Knowledge and Skills Progression- Nursery to Year 6



Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and Place	<p>Know that there are different countries in the world.</p>	<p>Describes the immediate environment using knowledge from observation, stories etc.</p> <p>Recognises that some environments are different</p> <p>Draw information from a simple map</p>	<p>Name, describe and compare familiar places</p> <p>Link their homes with other places in their local community</p> <p>Understand how some places are linked to other places</p> <p>Suggest ideas for improving the school environment</p> <p>Know about some present changes that are happening in their local environment e.g. school</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK</p> <p>Name locate and identify characteristics of the seas surrounding the UK</p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (Westmoor , The Amazon, Caribbean)</p>	<p>Develop an awareness of how places relate to each other</p> <p>Identify where counties are within the UK and the key topographical features</p> <p>Name and locate the cities of the UK</p> <p>Recognise there are similarities and differences between places</p>	<p>Demonstrate knowledge of features about places around him/her and beyond the UK</p> <p>Identify where countries are within Europe; including Russia</p> <p>Know about the wider context of places– region, country</p> <p>Know how the locality is set within a wider geographical context</p> <p>Recognise that people have differing quality of life living in different locations and environments</p> <p>Recognise the different shapes of continents</p> <p>Understand why there are similarities and differences between places</p> <p>Know location of: capital cities of British Isles and UK, seas around UK and main European capital cities</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Compare the physical and human features of a region of the UK and region in North America, identifying similarities and differences</p> <p>Identify and describe the significance of the Prime/ Greenwich Meridian and times zones including day and night</p> <p>Identify the physical characteristics and key topographical features of the countries within North America</p> <p>Know about the wider context of places e.g. county, region and country</p> <p>Know and describe where a variety of places are in relation to physical and human features</p> <p>Know location of: capital cities of British Isles and UK, seas around UK, European Union countries with high populations and large areas and the largest cities in each continent</p> <p>Recognise the different shapes of countries</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones including day and night</p> <p>Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK, a region in a European country, and a region within North or South America.</p>



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Human and Physical Geography	<p>Understand the need to respect and care for the natural environment and living things.</p>	<p>Explain similarities and differences between life in this country and life in other countries</p> <p>Understand the effects of changing seasons on the natural world</p> <p>Knows some similarities and differences in the natural world and contrasting environments</p> <p>Understand some important processes and changes in the natural world including the season and changes in states of</p>	<p>Describe seasonal weather changes</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the equator and north and south poles.</p> <p>Use geographical vocabulary to refer to key physical features</p> <p>Use geographical vocabulary to refer to key human features</p>	<p>Identify physical and human features of the locality</p>	<p>Describe human features of UK regions, cities and/or counties</p> <p>Understand the effect of landscape features on the development of the locality</p> <p>Describe how people have been affected by changes in the environment</p> <p>Know about the physical features of coasts and being to understand erosion and deposition</p> <p>Know how rivers erode, transport and deposit materials</p>	<p>Understand about weather patterns around the world and relate these to climate zones</p> <p>Understand how humans affect the environment over time</p> <p>Know about changes to world environments over time</p> <p>Understand why people seek to manage and sustain their environment</p> <p>Explore weather patterns around parts of the world</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>



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Geographical Skills/Fieldwork	<p>Talk about what they observe, incorporating specific vocabulary.</p> <p>Have awareness of different countries and notice similarities and differences in the environment through stories and photographs.</p> <p>Begin to explore the classroom, school and woodland garden.</p>	<p>Begin to use stories, pictures, maps and digital maps as sources of information and to investigate their surroundings.</p> <p>Begin to observe the features of the local area on a simple route.</p>	<p>Ask simple geographical questions</p> <p>Make simple maps and plans</p> <p>Use locational and directional language to describe the location of features and routes</p> <p>Use simple maps of the local area</p> <p>Use simple observational skills to study the geography of the school and its grounds</p>	<p>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple compass directions, North, South East and West and locational and directional language to describe the location of features and routes on a map</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage</p>	<p>Ask and respond to geographical questions.</p> <p>Analyse evidence and draw conclusions e</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reason why</p> <p>Communicate findings in ways appropriate to the task or for the audience</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary– see NC</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary– see NC</p> <p>Explore features on OS maps using 6 figure grid references</p> <p>Draw accurate maps with more complex keys</p> <p>Plan the steps and strategies for an enquiry</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary– climate zones, biomes and vegetation belts, volcanoes and earthquakes</p> <p>Measure straight line distances using the appropriate scale</p>	<p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the UK and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary– urban, rural, land use, sustainability, tributary, trade links etc.</p>



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Geographical Skills/Fieldwork				Begin to understand the need for a key and use own/class agreed symbols to make a simple key Draw and follow a simple map	Use basic geographical vocabulary—see NC Make more detailed fieldwork sketches/diagrams Use fieldwork instruments e.g. camera, rain gauge Use and interpret maps, globes, atlases and digital/computer mapping to locate different countries and key features Use four figure grid references Use the 8 points of a compass Make plans and maps using symbols and keys			