



Great Wheltenham C of E Primary  
School  
EYFS Skills and Knowledge  
Progression Subject area: Geography

3 and 4 Yr. Olds	Understanding the World	
	<ul style="list-style-type: none"> <li>• Talk about what they see using a wide vocabulary.</li> <li>• Show interest in different occupations.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Continue devolving positive attitude about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	
Reception	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are deferent from the one which they live.</li> <li>• Understand the effect of changes seasons on the natural world around them.</li> </ul>	
ELG	Understanding the World People, Culture and Communities	Understanding the World- The Natural World
	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation,discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing ontheir experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>



# Great Wheltenham C of E Primary School

## Skills and Knowledge Progression

### Subject area: Geography

Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 /5	Year 6
<p>Geographical Skills and Fieldwork</p> <p>(Vocabulary, using maps, Locational language, Observation Skills, Making maps)</p>	<p>Ask simple geographical questions e.g. What is it like to live in this place? Begin to use basic vocabulary such as town, farm, shop, mountain and sea.</p> <p>Use simple maps of the local area.</p> <p>Use locational language (e.g., near and far, left and right) to describe the location of features.</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>Make simple maps and plans.</p>	<p>Know and begin to use the eight compass points and locational and directional language.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continent the UK is located within and compare to other continents and oceans.</p> <p>Develop and understand subject specific vocabulary such as cliff, ocean, valley, mountain, port, harbour and volcanoes.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features.</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 fieldwork instruments e.g., camera, rain gauge.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p>	<p>Use a widening range of subject specific vocabulary such as valley, erosion, deposition, transportation, headland, meander, floodplain, industry, transport, settlement, water cycle, climate zones, biomes, latitude and longitude, grasslands, Tundra, sustainability, tributary, trade links and fair trade.</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries, mountain ranges, rivers and oceans.</p> <p>Continue to use and explore features on OS maps.</p> <p>Use four figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>Draw accurate maps with more complex keys.</p> <p>Answer questions using map reading skills.</p> <p>Study pictures of the past and present to compare and contrast.</p> <p>Plan the steps and strategies for an enquiry / undertake a survey.</p>	<p>Understand and use a wide range of subject specific vocabulary such as urban, rural, land, use, settlements, economic activity, trade links, fault lines.</p> <p>Use four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>Measure using the appropriate scale.</p> <p>Use maps, charts etc. to support decision making about the location of places e.g., best city to live in.</p> <p>Use a range of recording methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Draw accurate maps with more complex keys.</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p> <p>Use fieldwork to observe, measure, record and present the human and</p>

			Make observations, field notes and draw conclusions from data collected.	physical features in the local area.
	Year 1	Year 2 & Year 3	Year 4/5	Year 6
Locational Knowledge	<p>Begin to name and locate the world's seven continents and five oceans.</p> <p>Name and locate key features on a map.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify the four countries and capital cities of the United Kingdom.</p> <p>Name, locate and identify the seas surrounding the United Kingdom.</p> <p>Identify where countries are within Europe, including Russia.</p> <p>Know the location European Union countries with high populations and large areas and the largest cities in each continent.</p>	<p>Recognise the different shapes of the continents.</p> <p>Demonstrate knowledge of geographical features about places around him/her and beyond the UK.</p> <p>Recognise that people have differing qualities of life living in different locations and environments</p> <p>Know how the locality is set within a wider geographical context e.g., county, region, country.</p> <p>Know the location of capital cities of countries in the British Isles and UK, seas around the UK.</p> <p>Name and locate counties and cities of the United Kingdom, 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>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,</p>	<p>Locate the world's countries, using maps to focus on United States North America and countries in South America, compare, contrast and locate their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime /Greenwich Meridian and time zones.</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.</p>

	Year 1	Year 2 & Year 3	Year 4 /5	Year 6
Human and Physical Geography	<p>Describe seasonal weather changes.</p> <p>To locate of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary key human features, including city, town, village, factory, farm, house, office and shop.</p>	<p>Use geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, weather and valley.</p> <p>Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, house, office, port, harbour and shop.</p> <p>Identify physical and human features of the locality.</p> <p>Explain about weather conditions/patterns around the UK and parts of the Europe</p>	<p>Explore weather patterns around parts of the world.</p> <p>Describe human features of the UK regions, cities and/or counties.</p> <p>Compare and contrast rural and urbanAfrica.</p> <p>Begin to understand trade links and where food comes from.</p> <p>Describe how people have been affected by changes in the environment.</p> <p>Know how water effects environment, settlements, changes and sustainability.</p> <p>Explain and present the process of riversand how these have changed.</p> <p>Begin to understand erosion and deposition, climate zones, biomes.</p>	<p>Describe and understand key aspects of physical geography of mountains, volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity.</p> <p>Understand the effect of landscape features on the development of a locality.</p> <p>Explain how movements of the earth cause natural disasters and the effectsthey have on the area.</p> <p>Understand why people seek to manage and sustain their environment.</p> <p>Understand how humans affect the environment over time and land use.</p> <p>Know about changes to the world environments over time.</p>

	Year 1	Year 2 & Year 3	Year 4 /5	Year 6
Place Knowledge	<p>Name, describe and compare familiar places</p> <p>Link their homes with other places in their local community</p> <p>Know about some present changes that are happening in the local environment e.g. at school</p> <p>Suggest ideas for improving the school environment</p>	<p>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.</p> <p>Understand why there are similarities and differences between places including UK a region of a mainland European country.</p> <p>Develop an awareness of how places relate to each other.</p>	<p>Know about the wider context of places – region, country.</p> <p>Understand why there are similarities and differences between places</p> <p>Classify buildings and building uses.</p> <p>Compare landscape, population, trade and points of interest in Great Britain.</p> <p>Compare the physical and human features of a region of the UK and a region of Africa identifying similarities and differences</p>	<p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America</p>