



Geography Progression of Skills

National Curriculum Programmes of Study and EYFS Framework

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding of the World - Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			
	Locational knowledge Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 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)			
	Place knowledge 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		Place knowledge 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			



when appropriate – maps.	Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Human and physical geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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
	Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives 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 geography of their school and its grounds and the key human and physical features of its surrounding environment	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 their knowledge of the United Kingdom and the wider world 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



Yearly progression of NC Knowledge, Skills and Understanding – Substantive Knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge							
The Local Area	Know the name of my school. Know the town/city where I live. Know basic relative positional language.		Autumn 1 Learn about Oswaldtwistle Know about the physical and human features of Oswaldtwistle		Autumn 2 Identify how to take care of the environment around them	Autumn 2 Identify how to take care of the environment around them	
The United Kingdom	Know that England is their home country. Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities.	Spring 1 Name the 4 countries of the United Kingdom Name the capital cities of the 4 countries of the United Kingdom Identify physical and human features of the different countries of the U.K. Identify the seas that surround the U.K. and locate them	Spring 1 Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Summer 1 Identify seasonal and daily weather patterns in the United Kingdom	Autumn 1 Name counties and cities in the U.K. Learn about a region of the United Kingdom Summer 1 Explore and learn about a National Park	Spring 2 Name and locate counties and cities of the United Kingdom Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use etc.	Autumn 1 Research what, exactly, is meant by the U.K. and G.B. Research (some of) the counties of each of the four countries Physical or human features from each of the countries: - The Giant's Causeway or Lough Neagh in Northern Ireland - Ben Nevis or Loch Ness in Scotland - The River Thames or the Peak Cavern in England - Snowdonia National Park or the source of the River Severn, in Wales	Autumn 1 Facts on some of the counties of each of the four countries Physical or human features from each of the countries: - The Giant's Causeway or Lough Neagh in Northern Ireland - Ben Nevis or Loch Ness in Scotland - The River Thames or the Peak Cavern in England - Snowdonia National Park or the source of the River Severn, in Wales



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						Peak Cavern in England	Use aerial photos or Google Earth to visit each of the capital cities and identify key human features in each city: - The Houses of Parliament or the Thames flood barrier in London - Cardiff Castle or the Wales Millennium Centre in Cardiff - The Forth Bridge or the Holyrood Scottish Parliament in Edinburgh Research the main rivers and/or mountains or islands of the four countries Summer 2 Name and locate counties and cities of the United Kingdom



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The World	Understand the terms 'land' and 'sea'.	Autumn 1 Name and locate the world's seven continents and five oceans Know about the equator and north and south poles	Summer 1 Name and locate the world's seven continents and five oceans Summer 1 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Spring 1 Locate the world's countries Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere Summer 1 Investigate environmental issues	Autumn 2 Recognise the importance of recycling Discuss current environmental issues Summer 1 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere	Summer 1 The climate and vegetation of the Amazon's tropical rainforest Identify rainforests as one of the main biomes of the world	Autumn 1 Research specific countries, countries in the news; countries relevant to other geographical features and regions being studied Physical or human features from some of the countries, e.g. Himalayan Mountains, Great Wall of China. Investigate world biomes and vegetation belts linked to a region studied in Year 5 Summer 2 Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Identify and locate the Amazon Basin



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							Investigate the size of the Amazon Basin and which countries it includes. The climate and vegetation of the Amazon's tropical rainforest Identify rainforests as one of the main biomes of the world
Place Knowledge							
Comparisons	Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from). Make simple comparisons between familiar environments (e.g. home, school, farm).	Spring 1 Look closely at similarities, differences, patterns and change Know about similarities and differences between themselves and others, and among families, communities and traditions Summer 1 Know about similarities and	Spring 1 Learn about a small area in a non-European country Compare similarities and differences between the small area and Oswaldtwistle	Summer 1 Consider geographical similarities and differences between the Lake District and other regions of the world or the UK, including their own locality	Spring 2 Make comparisons between a European region and their local area.	Summer 1 Make comparisons between the Amazon Rainforest and a local area.	Summer 2 Make comparisons between Blackpool and Oswaldtwistle



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		differences in relation to places, objects, materials and living things					
Physical Geography							
Weather and Climate	Name the four seasons and begin to describe associated weather. Record weather daily.	Autumn 1 Understand the difference seasonal weathers of the UK. Identify hot and cold countries in relation to the equator and north and south poles Identify weather changes and talk about different types of weather	Summer 1 Identify seasonal and daily weather patterns in the United Kingdom Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom (e.g. weather symbols on a map)	Summer 1 Investigate environmental issues	Autumn 2 Consider environments at a range of scales from their classroom to the whole world. It will include issues around litter and waste e.g. damage to the environment; reducing the level of resource use; and reuse, as well as recycling, of resources Know the difference between climate and weather Spring 2 Physical and human geography of the region being studied	Summer 1 Physical geography, including rivers and the water cycle	Autumn 1 Use thematic maps, to look at, for example, population, weather etc. Use satellite images to identify key physical and human features of the world and research more about the chosen features Summer 2 The climate and vegetation of the Amazon's tropical rainforest Identify rainforests as one of the main biomes of the world
Other Physical Features and Processes	Begin to use basic geographical vocabulary to refer to key physical features of the local area and	Spring 1 Use basic geographical vocabulary such as: beach, cliff,	Spring 1 Use basic geographical vocabulary such as: beach, cliff,	Autumn 1 Describe and understand key aspects of physical geography	Spring 2 Physical and human geography of the region being studied	Autumn 1 Research what, exactly, is meant by the U.K. and G.B.	Autumn 1 Research specific countries, countries in the news; countries



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	the UK, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	coast, forest, hill, mountain, sea, ocean, river, valley, vegetation	coast, forest, hill, mountain, sea, ocean, river, valley, vegetation	and human geography, including: types of settlement and land use etc Spring 1 Physical geography including volcanoes and earthquakes Identify and describe geographical features, processes (changes), and patterns Summer 1 Describe and understand key aspects of Physical geography, including: vegetation belts, rivers, mountains	Summer 1 Physical geography including volcanoes and earthquakes Children will learn about rivers and the water cycle Learn that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea	Research (some of) the counties of each of the four countries Physical or human features from each of the countries: - The Giant's Causeway or Lough Neagh in Northern Ireland - Ben Nevis or Loch Ness in Scotland - The River Thames or the Peak Cavern in England Summer 1 Know that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea	relevant to other geographical features and regions being studied Physical or human features from some of the countries, e.g. Himalayan Mountains, Great Wall of China.
Human Geography							
Settlements and Land Use	Begin to use basic geographical vocabulary to refer to key human features of the local area and	Spring 1 Know about similarities and differences between	Spring 1 Use basic geographical vocabulary such as: city, town,	Autumn 1 Describe and understand key aspects of physical geography	Spring 2 Physical and human geography of the region being studied	Summer 1 Human activity affects and is influenced by rivers.	Autumn 1 Facts on some of the counties of each of the four countries



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	the UK, including town, city, country, capital, road, street, shops, etc.	themselves and others, and among families, communities and traditions Use basic geographical vocabulary such as: city, town, village, factory, farm, house, office, port, harbour and shop	village, factory, farm, house, office, port, harbour and shop	and human geography, including: types of settlement and land use etc Spring 1 Human geography including types of settlement and land use Summer 1 Describe and understand key aspects of Human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water	Summer 1 Human geography including types of settlement and land use 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	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 (focusing on those aspects relating to rivers)	Physical or human features from each of the countries: - The Giant's Causeway or Lough Neagh in Northern Ireland - Ben Nevis or Loch Ness in Scotland - The River Thames or the Peak Cavern in England - Snowdonia National Park or the source of the River Severn, in Wales Use aerial photos or Google Earth to visit each of the capital cities and identify key human features in each city: - The Houses of Parliament or the Thames flood barrier in London - Cardiff Castle or the Wales Millennium Centre in Cardiff



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							- The Forth Bridge or the Holyrood Scottish Parliament in Edinburgh Research the main rivers and/or mountains or islands of the four countries
Economics, Trade and Resources	Recognise the shops and enterprises in the locality, including being aware of their branding/names.		Spring 1 Learn about a small area in a non-European country Compare similarities and differences between the small area and Oswaldtwistle	Summer 1 Describe and understand key aspects of Human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water	Spring 2 Physical and human geography of the region being studied Summer 1 Human activity affects and is influenced by rivers They will link their learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans	Autumn 2 Not everybody in the world has enough food to eat (and why) Investigate what is meant by 'Fairtrade' food Discuss/debate whether it is better to buy locally-produced food and seasonal products. Identify food comes from various and diverse places	Autumn 1 Research specific countries, countries in the news; countries relevant to other geographical features and regions being studied Physical or human features from some of the countries, e.g. Himalayan Mountains, Great Wall of China. Learn about tourism in different parts of the world or the region being studied
Geographical Skills - Fieldwork							



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World Maps	Locate chosen country/countries of parental heritage on globes/maps. To identify the land and sea on world globes/maps.	Autumn 1 Identify what a map looks like Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Locate land and sea on maps	Spring 1 Use maps to locate an area in a European country Summer 1 Locate land and sea on maps	Autumn 1 Use a wider range of maps (including digital), atlases and globes	Spring 2 Locate the world's countries, using maps to focus on Europe (including the location of Russia) Identify the position of latitude, longitude, Equator, Northern Hemisphere Summer 1 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere	Autumn 1 Locate the world's countries, using maps to focus on Europe (including the location of Russia) Autumn 2 Map food from around the world. Identify different foodstuffs e.g. tea, coffee, sugar, rice etc. Identify foods from every continent Summer 1 Locate North and South America on the world map Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Identify and locate the Amazon Basin Investigate the size of the Amazon Basin and which	Summer 2 Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Identify and locate the Amazon Basin Investigate the size of the Amazon Basin and which countries it includes. The climate and vegetation of the Amazon's tropical rainforest Identify rainforests as one of the main biomes of the world



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						countries it includes	
UK Maps	Locate London on simple maps.	Autumn 1 Identify what a map looks like	Spring 1 Use maps and other images to talk about everyday life e.g. where we live etc.		Spring 2 Name and locate counties and cities of the United Kingdom	Autumn 1 Be able to use a wider range of maps (including digital), atlases and globes to locate countries and features studied	Autumn 1 Facts on some of the counties of each of the four countries Physical or human features from each of the countries: - The Giant's Causeway or Lough Neagh in Northern Ireland - Ben Nevis or Loch Ness in Scotland - The River Thames or the Peak Cavern in England - Snowdonia National Park or the source of the River Severn, in Wales Use aerial photos or Google Earth to visit each of the capital cities and identify key human features in each city: - The Houses of



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							Parliament or the Thames flood barrier in London - Cardiff Castle or the Wales Millennium Centre in Cardiff - The Forth Bridge or the Holyrood Scottish Parliament in Edinburgh Research the main rivers and/or mountains or islands of the four countries
Local/Regional Maps and Other Secondary Data Sources	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.	Autumn 1 Identify what a map looks like Spring 1 Use maps and other images to talk about everyday life e.g. where we live etc Summer 1 Recognise simple features of a map Follow a route on a map	Autumn 1 Use and follow a map	Autumn 1 Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans Spring 1 View a range of satellite images Summer 1 Make links between features observed in the environment to	Summer 1 Recognise patterns on maps and begin to explain what they show	Autumn 2 Identify farmland on maps of the local region Summer 1 Recognise patterns on maps and begin to explain what they show	Autumn 1 Use thematic maps, to look at, for example, population, weather etc. Use satellite images to identify key physical and human features of the world and research more about the chosen features Summer 2



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		Use and construct basic symbols in a map key Use locational and directional language		those on maps and aerial photos			Locate Lancashire on a U.K. map, Oswaldtwistle and then Blackpool (or the relevant town). Name surrounding counties, towns, names of the seas Locate Blackpool on a large scale Ordnance Survey map
Local Fieldwork	Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area. Make simple models of the locality. Take photos of buildings and places in school and locality (e.g. build a scene).	Summer 1 Recognise simple features of a map Follow a route on a map Use and construct basic symbols in a map key Use locational and directional language	Autumn 1 Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment Use maps and other images to talk about everyday life e.g. where we live, journey to school etc	Autumn 1 Make and use simple route maps Recognise patterns on maps and begin to explain what they show Label maps with titles to show their purpose Create maps of small areas with features in the correct place			Summer 2 Locate Lancashire on a U.K. map, Oswaldtwistle and then Blackpool (or the relevant town). Name surrounding counties, towns, names of the seas Locate Blackpool on a large scale Ordnance Survey map



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Summer 1 Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features (e.g. weather) of its surrounding environment				
Disciplinary Knowledge – Knowing How we Know							
Asking and Answering Questions	Ask questions about aspects of their familiar world.	Autumn 1 To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world Summer 1 Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world	Spring 1 Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'	Autumn 1 Express opinions and personal views about what they like and don't like about specific geographical features and situations	Summer 1 Use geographical language relating to the physical and human processes detailed in the programmes of study. Communicate geographical information through a range of methods including presentations	Autumn 2 Express opinions and personal views about what they like and don't like.	Summer 2 Create an online questionnaire to gather a range of people's knowledge and views about Blackpool
Collecting and Interpreting	Draw things they see around them.		Autumn 1	Summer 1	Autumn 2	Autumn 1	Autumn 1



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Walk of the local area and draw famous landmarks, take photos Spring 1 Investigate through observation and description Summer 1 Observe weather over time	Make links between features observed in the environment to those on maps and aerial photos	Use graphs/presentations to communicate geographical information	Use tables and charts to collect and display geographical data	Research specific countries, countries in the news; countries relevant to other geographical features and regions being studied Summer 2 Investigate topical issues
Analysing and Communicating	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Summer 1 Develop an understanding of growth, decay and changes over time	Spring 1 Compare similarities and differences between the small area in a European country and Oswaldtwistle Summer 1 Notice and describe patterns e.g. weather patterns, water in the school grounds	Summer 1 Make links between features observed in the environment to those on maps and aerial photos	Autumn 2 Make links between features observed in the environment to those on maps and aerial photos Summer 1 Use geographical language relating to the physical and human processes detailed in the programmes of study. Communicate geographical information through a range of methods including presentations	Autumn 1 Use tables and charts to collect and display geographical data	Summer 2 Create an online questionnaire to gather a range of people's knowledge and views about Blackpool Investigate topical issues



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Evaluating and Debating	Describe their immediate environment and express their views about it, with support.	Spring 1 Know about similarities and differences between themselves and others, and among families, communities and traditions	Spring 1 Recognise differences between their own and others' lives	Spring 1 Communicate geographical information through a range of methods including presentations	Autumn 2 Use graphs/presentations to communicate geographical information	Autumn 2 Communicate geographical information through a range of methods including graphs and presentations Express opinions and personal views about what they like and don't like.	Summer 2 Create an online questionnaire to gather a range of people's knowledge and views about Blackpool

Our Units

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Penguins, Possums and Pigs	The Place Where I Live	There's no place like home	The Great Plague	1 - A Kingdom United/ 2 - Food Glorious Food!	Survival
Spring	Family Album	Explorers	Rock and Roll	Passport to Europe	N/A	N/A
Summer	The Great Outdoors	Wind in the Willows	What the Romans Did For Us	Water, Water, Everywhere	Amazon Adventure	Oh! I do like to be beside the seaside!