Harmondsworth Primary School Progression of Skills Geography

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge					
Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in.	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live	Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Locating some countries in Europe and North and South America using maps.	Use maps to locate the world's countries, including Russia, and South America (concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied.	Use maps to locate the world's countries including North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, equator, Northern and Southern Hemisphere. Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.	Identify the position and significance of latitude, longitude, equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Name and locate countries and cities of the United Kingdom, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time.
Place knowledge					
Name, describe and compare familiar places. Link their homes with other places in their local community.	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European	Understand why there are similarities and differences between places.	Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in	Describing and explaining similarities between two environmental regions studied.	Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.

Know about some present changes that are happening in the local environment e.g: at school. Suggest ideas for improving the school environment.	country. Describing what physical features may occur in a hot place in comparison to a cold place. To know some similarities and differences between their local area and a contrasting non-European country.	Develop an awareness of how places relate to each other. Describing how and why humans have responded in different ways to their local environments.	order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Describing and explaining differences between two environmental regions studied. Explaining how humans have used desert environments	Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes.
Human and physical geography					
Describe seasonal weather changes. Use basic geographical vocabulary to refer to key physical features, including: season and weather. To identify seasonal and daily weather patterns in the UK and the location of cold areas of the world.	Identify seasonal and weather patterns in the United Kingdom and the location of hot 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, vegetation, season and weather.	Identify physical and human features of the locality. Describe and understand key aspects of human geography – economic activity including trade links. Describe and understand key aspects of physical geography- volcanoes and earthquakes.	Mapping and labeling the six biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed . Describing how humans use water in a variety of ways.	Describe and understand key aspects of physical geography- the water cycle. Understand why people seek to manage and sustain their environment.	Describe and understand key aspects of physical geography- climate zones, biomes and vegetation belts, rivers and mountains. Describe and understand key aspects of human geography- types of settlement, distribution of natural resources including energy, food, minerals and water.

	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.				
Geographical skills and fieldwork					
Ask simple geographical questions e.g: what is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds. Use simple maps of the local area. Make simple maps and plans e.g: pictorial place in a story. Use simple compass directions (North, East,	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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; device a simple; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to	Ask and respond to geographical questions, eg: describe the landscape. Why is it like this? How is it changing? Understand and use some of the geographical vocabulary learned. Use maps and atlases to locate countries and describe features studied.	Understand and use a widening range of geographical terms. Use maps, atlases and globes to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local area using sketch maps.	Understand and use a widening range of geographical terms. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure and record the	Understand and use a widening range of geographical terms. 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 reference symbols and key (including OS maps) to build their knowledge of the United Kingdom and the wider world.

South and West) and locational and directional language e.g: near and far, left and right, to describe the location of features and routes on a map.	study the geography of their school and its grounds and the key human and physical features of its surrounding environment.			human and physical features in the local area using sketch maps, plans and graphs.	*OS- Ordnance Survey Use fieldwork to observe, measure and record the human and physical features in the local area using plans and graphs and digital technologies.