



Pollington-Balne CofE Primary School Whole School Geography Skills Progression



	EYFS	KS1		LOWER KS2		UPPER KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Name the place they live (Pollington, in Goole) Name the 4 countries in The United Kingdom.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main counties and cities in/around Yorkshire	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
Place Knowledge	Understand local geography (that Pollington is a village in the countryside, near Goole a town)	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 using Barnaby Bear/class bear.	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 concentrating on islands and sea sides	Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level.	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.	Compare a region in UK with a region in N. or S. America with significant differences and similarities.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand and explain some of the reasons for similarities and differences.

Human & Physical Geography	Begin to identify seasonal and daily weather patterns in the United Kingdom. Begin to use basic geographical vocabulary to refer to key human features	Identify seasonal and daily weather patterns in the United Kingdom. Identify 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: forest, hill, mountain, soil, valley, vegetation,. □ key human features, including: city, town, village, factory, farm, house, office.	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	Describe and understand key aspects of Physical Geography (climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle)linked to the Geography theme being studied - <i>see differentiation in curriculum plans.</i> Describe and understand key aspects of Human Geography (types of settlement and land use, economic activity, trade links, distribution of natural resources) linked to the Geography theme being studied. - <i>see differentiation in curriculum plans</i>	Describe and understand key aspects of Physical Geography (climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle)linked to the Geography theme being studied - <i>see differentiation in curriculum plans.</i> Describe and understand key aspects of Human Geography (types of settlement and land use, economic activity, trade links, distribution of natural resources) linked to the Geography theme being studied. - <i>see differentiation in curriculum plans</i>	Describe and understand key aspects of Physical Geography (climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle)linked to the Geography theme being studied - <i>see differentiation in curriculum plans.</i> Describe and understand key aspects of Human Geography (types of settlement and land use, economic activity, trade links, distribution of natural resources) linked to the Geography theme being studied. - <i>see differentiation in curriculum plans</i>	Describe and understand key aspects of Physical Geography (climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle)linked to the Geography theme being studied - <i>see differentiation in curriculum plans.</i> Describe and understand key aspects of Human Geography (types of settlement and land use, economic activity, trade links, distribution of natural resources) linked to the Geography theme being studied. - <i>see differentiation in curriculum plans</i>
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Geographical Skills & Field Work	Know what a map is.	Use world maps, atlases and globes to identify the United Kingdom and its countries.	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied
	Draw information from a map						
	Create own maps real and imagined	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 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.	Learn the eight points of a compass, 2 figure grid reference (maths coordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Learn the eight points of a compass, four-figure grid references.	Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.	Extend to 6 figure grid references with teaching of latitude and longitude in depth.
	Show an awareness of North, South East and West.						Expand map skills to include non-UK countries.
	Be exposed to aerial photographs of the local area and link to maps	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 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 fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
		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.	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.				

Questions To Ask

Location Knowledge	Can I name the Village I live in? Can I name the town I live in? Can I name the countries in the United Kingdom? Can I recognize similarities and differences between life in this country and other countries?	Can I name and locate the countries making up the British Isles, with their capital cities?	Can I name and locate the surrounding seas of the UK (North Sea, Irish Sea, English Channel) Can I name and locate the seven continents (Europe, Asia, Africa, Oceania, North America, South America, Antarctica)? Can I name and locate the world's five oceans (Atlantic, Pacific, Indian, Southern, Arctic)?	Can I name and locate countries in Britain and India, concentrating on their environmental regions, key physical and human characteristics? Can I name and locate the main countries in India concentrating on their key physical and human characteristics?) Can I name and locate and label different countries/continents in the Northern/Southern hemisphere? Can I raise questions about the differences in the Northern and Southern hemisphere and areas around the equator?	Can I name and locate countries in India concentrating on their environmental regions, key physical and human characteristics? Can I name and locate mountain regions around the world? Can I name and locate some counties and key cities of the United Kingdom, and the key mountainous areas?	Can I name and locate countries in Europe concentrating on their environmental regions, key physical and human characteristics? Can I name and locate some counties and key cities of the United Kingdom, and the key rivers and coastlines/seas? Can I name and locate some of the major rivers around the world?	Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle? Do I understand the Prime/Greenwich Meridian and time zones (including day and night)?
Place knowledge	Can I talk about where I live? Can I use basic geographical vocabulary when describing a place? (e.g. city, town, village, farm, river, house, street, road, shop, church, school) Can I describe places from around the world?	Can I talk about where I live? Can I study another area in the UK? (London) Can I use basic geographical vocabulary when describing a place? e.g. city, town, village, factory, farm, office, palace, tower, river, lake, house, flat, street, road, office, supermarket, shop, post office, church, school)	Can I compare a local town in England with a contrasting town or city in a different (non-European) country by asking and answering geographical questions? Children ask questions about it which compare it to the town where they live – research answers.	Can I study the geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in Europe?	Can I study the geographical similarities and differences through the study of human and physical geography of a region within Europe?	Can I study the geographical similarities and differences through the study of human and physical geography of a region within Europe?	Can I study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom? (London in comparison with Doncaster)

Human and physical geography	What is the weather like where I live? How do the seasons change where I live? What is the weather like in other parts of the world?	What is the weather like where I live? How do the seasons change where I live?	Where in the world is the weather always hot? Where in the world is the weather always cold? (do as part of a world sea journey – can come back to hot areas when studying rainforests) What is the weather like where I live? Can I record this? Where is the equator? What is the weather like here? How much physical geographical vocabulary do I know when referring to maps and pictures? (sea, ocean, beach, island, cliff, coastline)	Do I know what the four types of biomes are and what grows there? (forest, grassland, desert, tundra) Do I know the features of a hill and mountain? Do I know how the water cycle works? What is the economic activity of countries? How is fair trade used in these countries? Do I know how water is distributed in different parts of the world? (struggles in India – water aid) Do I know how to conserve water? How do they use their natural resources to survive?	Do I know what the four types of biomes are and what grows there? (forest, grassland, desert, tundra) Do I know the features of a hill and mountain? Do I know how the water cycle works? What is the economic activity of countries? How is fair trade used in these countries?	Do I know how rivers are formed? Do I know the different features of a river and how they are formed? Do I know how and why rivers are dammed? Do I know about the different types of housing in Europe	Do I know the different types of climate zones? (polar, temperate, tropical) Do I know where in the world these climate zones are? Do I know what type of life is sustainable in these climate zones? How do these areas trade? Do I know about the different types of land use in a city and the local areas (London and Doncaster)
Geographical skills and fieldwork	Can I explain what a map is? Can I explain in simple terms, which direction is north and south (linking to north/south poles) Can I draw simple maps?	Can I use maps, atlases and globes to identify the United Kingdom and its countries? Can I use simple compass directions (North, South, East, West) and locational and directional language (near and far, left and right) to describe the location of features and routes on a map? (map of school – locate different areas) Can I use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features? (aerial photographs of London landmarks, local area – school) Can I study the geography of my school, its grounds and surrounding area by using my observational skills and using simple surveys?	Can I use maps, atlases and globes to identify countries, continents and oceans? Can I use simple compass directions (North, South, East, West) and locational and directional language (near and far, left and right) to describe the location of features and routes on a map? (locate Doncaster in UK, locate direction of countries on a world voyage) Can I use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features? (looking at studied places through aerial shots and plans) Can I draw a simple map? (pirate island) Can I use and construct basic symbols in a key? (pirate island)	Can I use a map, atlas, globe or computer map to locate countries and their features? (locating countries that have earthquakes/volcanoes, etc)	Can I use maps, atlases, globes and digital/computer mapping to locate countries in North America? Can I use maps, atlases, globes and digital/computer mapping to locate countries involved in the growth of cocoa? Can I describe the features of some of these countries? Can I use the eight points of a compass, and four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world? (use compass directions to look at location of countries in India in relation to each other, use of OS maps to study mountainous areas of UK)	Can I use maps, atlases, globes and digital/computer mapping to locate countries in South America? Can I use maps, atlases, globes and digital/computer mapping to locate rivers in the UK and around the world? Can I use the eight points of a compass, and four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom? (using compass directions to look at location of countries in relation to each other, use of OS maps to study rivers in the UK and other features around these)	Can I use maps, atlases, globes and digital/computer mapping to locate countries in Europe? Can I use the eight points of a compass, and four- and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world? (using compass directions to look at location of landmarks in London and OS maps to study land use in local area) Can I use my observational skills, sketch maps, plans, graphs and digital technologies to observe, measure and record the human and physical features in my local area?

VOCABULARY

VOCABULARY	town village country river house street shop church school map weather season North South	city factory farm office landmark palace tower lake aerial photograph road sign office supermarket post office address post code urban rural transport North South East West	sea ocean harbour port beach island cliff coast capital city North pole South pole Equator continent map symbol rainforest deforestation extinction canopy destruction endangered environment aerial photograph	Earthquake volcano tsunami eruption aftershock magma lava dormant extinct active fault magnitude landslide tectonic plates Northern hemisphere Southern hemisphere settlement land use resources human features physical features	biome vegetation belt climate land use food production Tropic of Cancer Tropic of Capricorn water cycle fair trade hill mountain peak valley cliff ridge plateau summit terrain range American state tribe national park landmark North North East East South East South South West West North West grid reference	estuary mouth source meander waterfall erosion deposition tributary ox bow lake delta stream spring confluence flood plain upper course middle course lower course reservoir dam flooding tourism conservation industry Ordnance Survey street children Amazon rainforest Andes mountains inhabitant population Incas	Arctic circle Antarctic circle polar regions icebergs ice caps indigenous climate change time zone climate zone Prime/Greenwich meridian latitude longitude ecology satellite image Mediterranean sea