



Wesley Methodist Primary School

Geography progression of skills

	Investigate places	Investigate patterns	Communicate geographically
EYFS	<ul style="list-style-type: none"> • Increase knowledge and sense of the world around them • Visit parks, libraries and museums • listen to stories, non-fiction, rhymes and poems • Foster understanding of our culturally, socially, technologically and ecologically diverse world • Stories, non-fiction and maps specifically referenced • 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. • Explore the natural world around them, making observations and drawing pictures of animals and plants 	<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Know some similarities and differences between the natural world around them and contrasting environments. • Know some similarities and differences between different religious and cultural communities 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, forest, hill, mountain, ocean, river and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park) • taking digital photos (e.g. of a collection of natural objects, buildings in the locality) • sequencing photos to recall features seen on a visit or short walk • drawing a map (e.g. of the outdoor area)
Year 1	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as : What is this place like? What or who will I see in this place? What do people do in this place?) 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to:

	<ul style="list-style-type: none"> Name and locate the four countries and capital cities of the United Kingdom using world maps, atlases and globes. Name and locate the seas surrounding the United Kingdom. Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area. Use simple fieldwork to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images to recognise landmarks and basic physical features. Name and locate the world's continents and oceans. 	<p>United Kingdom and of a contrasting non-European country.</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. Identify land use around the school. 	<ul style="list-style-type: none"> key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil and weather. key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map.
Year 2	<ul style="list-style-type: none"> Confidently ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) Name and locate the four countries and capital cities of the United Kingdom using world maps, atlases and globes. Name and locate the seas surrounding the United Kingdom. Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area. Use simple fieldwork and observational skills to study the geography of the 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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. Identify land use around the school. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

	<p>school and the key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name and locate the world's continents and oceans. 		<ul style="list-style-type: none"> • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Year 3	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital computer mapping to locate countries and describe features. • Use field work to observe and record the human and physical features in the local area using a range of methods including sketch maps. • Use a range of resources to identify the physical and human features of a location. • Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains and cities. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Name and locate the Equator, Arctic and Antarctic Circle and date time zones. • Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Year 4	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital computer mapping to locate countries and describe features. • 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 a range of resources to identify the key physical and human features of a location. • Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Year 5	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
Year 6	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations • Identify and describe how the physical features affect the human activity within a location. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). 	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

	<ul style="list-style-type: none"> • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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