



Progression of Skills

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world</p> <p>ELG:</p> <p>People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between 	<p>Geographical Enquiry</p>	<p>Use information books, pictures, and simple maps as sources of information.</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record Evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial Photographs</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Suggest questions for Investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>
	Direction/Lo	Follow directions (Up,	Use the four	Begin to use the 8	Use 8 compass	Use 8 compass	Use 8 compass

life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	cation	down, left/right, forwards/backwards) Begin to use this positional language to give directions and locations	compass points NSEW	compass points to follow/give directions Use letter/no. co-ordinates to locate features on a map.	points Use letter/no. co-ordinates to locate features on a map more confidently.	points Begin to use 4 figure co-ordinates to locate features on a map.	points confidently and accurately Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs Use latitude and longitude on atlas maps.
	Drawing Maps	Draw picture maps of imaginary places.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Construct a map of a short route experienced, with features in correct order Construct a basic key	Make a map of a short route experienced, with features in correct order. Make a simple scale drawing	Begin to draw a variety of maps based on their own data.	Draw a variety of maps based on their own data. Begin to draw plans of increasing complexity the incorporate regions outside the UK
	Representati on	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key Use/recognise OS map symbols.	Use/recognise OS map symbols Use atlas symbols.
	Using Maps	Use a simple picture map to move around the school Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas	Locate places on larger scale maps e.g. map of Europe. Follow a route on	Locate places on large scale maps, (e.g. Find UK or India on globe)	Compare maps with aerial photographs. Compare maps from different	Follow a short route on an OS map. Describe features shown on OS map.

			to locate places.	a map with some accuracy. (e.g. whilst orienteering)	Follow a route on a large scale map.	time periods. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale / Distance / Perspective *KS2 see Style of Map	Use relative vocabulary (e.g. bigger/smaller, like /dislike) Use ariel photographs to talk about a place	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Locate places using aerial photographs Explain what 'bird's eye view' means	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales.	
Map Knowledge	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales. Name and locate the 4 countries/principalities of the UK and their capital cities	Name the 7 continents and 5 oceans Recognise some key landmarks in the Uniter Kingdom	Begin to identify points on maps A,B and C Locate the European countries and their capital cities on a map Locate and name the towns and	Begin to identify significant places and environments	Identify significant places and environments Locate countries in North and South America and larger cities	Confidently identify significant places and environments Locate and name countries and cities in Africa, Australasia and Asia Name and locate rivers, hills,	

				cities in the local area (Cheshire)			mountains and coasts of the UK Name and locate the counties of the UK
	Style of Map	Picture maps and globes	Find land/sea on globe. Use large scale OS maps. Use an infant atlas	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. Use 2 figure grid references	Use large and medium scale OS maps. Use junior atlases. Identify features on aerial/oblique photographs. Begin to use 4 figure grid references	Use index and contents page within atlases. Use 4 figure grid references	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe. Use 6 figure grid references

Progression of Knowledge

National Curriculum Objectives					
Key Stage 1		Key Stage 2			
1	2	3	4	5	6
*identify seasonal and daily weather patterns in the UK *use simple fieldwork and observational skills to study the geography of their school and its	*name and locate the world's seven continents and five oceans *identify the location of hot and cold areas of the world in relation to the Equator and the North	*understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom – Northwich	*use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied – see skills progression *understand geographical	*use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied – see skills progression *describe and understand	*use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied – see skills progression *use the eight points of a

<p>grounds and the key human and physical features of its surrounding environment</p> <p>*use simple locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on maps</p> <p>*use picture maps; draw a picture map with real and imaginary places; use own symbols</p> <p>*name the country I live in and its capital city</p> <p>*use basic geographical vocabulary to refer to: key physical features, including: beach, hill, mountain, sea, river, soil, season, weather</p> <p>*use basic geographical vocabulary to refer to: key human features, including: town, city, village, shop, farm, house</p> <p>*name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p> <p>*use maps, atlases and</p>	<p>and South Poles</p> <p>*use basic geographical vocabulary to refer to: key physical features, including: port, harbour, factory, office</p> <p>*use basic geographical vocabulary to refer to: key human features, including: cliff, coast, forest, ocean, valley, vegetation</p> <p>*understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non – European country</p> <p>*use maps, atlases and globes to identify continents and oceans</p> <p>*use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</p> <p>*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; construct basic symbols in a key</p>	<p>*use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied – see skills progression</p> <p>*use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>*name and locate countries and cities of the UK, 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>*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 UK – see skills progression</p>	<p>similarities and differences through the study of human and physical geography of a region of a European country – Italy</p> <p>*identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night)</p> <p>*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 wider world – see skills progression</p> <p>*use of fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>*describe and understand key aspects of: physical geography, including: climate zones,</p>	<p>key aspects of: human geography, including: types of settlements and land use</p> <p>*understand geographical similarities and differences through the study of human and physical geography of a region within North and South America</p> <p>*locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>*describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes</p> <p>*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 wider world – see skills progression</p> <p>*identify the position and</p>	<p>compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world – see skills progression</p> <p>*describe and understand key aspects of: physical geography, including: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>*describe and understand key aspects of: physical geography, including: rivers, rainforests</p>
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globes to identify the UK, its countries and surrounding seas		*locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environment regions, key physical and human characteristics, countries and major cities	biomes and vegetation belts, water cycle	significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night)	
Knowledge					
To name seasonal weather in the UK	To name the world's seven continents	To know the geographical similarities and differences of the human and physical features of Northwich	To explain why the Equator is significant	To know what natural resources are – energy, food, minerals and water	To understand economic activity including trade links and the distribution of natural resources
To name daily weather patterns in the UK	To know where the world's seven continents are	To know where Northwich, Chester and Cheshire are on a UK map	To explain what longitude and latitude mean	To know where topographical features of the UK are	To locate the world's countries and major cities that are relevant to the History topics learnt this year e.g. WWII and The Royals
To know some features of my school inside and outside	To name the world's five oceans	To know where countries are	To know where the Northern and Southern Hemispheres are	To understand how some topographical features change over time	To know how to use fieldwork to observe, measure, record and present the human and physical features in the local areas using digital technologies
To know some features around my school	To know where the world's five oceans are	To know where the human features in the local area	To know where the Tropics of Cancer and Capricorn are	To understand the key features of rivers	
To know how to describe where something is	To know where hot and cold locations of the world are	To know the geographical similarities and differences of the human and physical features of a place studied through our History topics e.g. Egypt	To know where the Antarctic Circle and the Arctic are	To understand the key aspects of settlements and land use	
To know how to explain a route on a map	To know where the Equator is	To know where the countries of Europe (including Russia) are	To know some symbols are keys from Ordnance Survey maps	To explain and understand the key features of the water cycle	To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of
To know how to use a picture map	To know where the North and South Poles are	To know where the major cities of the countries of	To know the physical features of the local area	To know the geographical similarities and differences of the human and physical features of a region within North and South America	
To know how to draw a picture map	To know the four compass point names				
To know some symbols on maps and explain my own symbols	To know how to give directions using the four				

To name the country I live in and its capital city	compass points	Europe (including Russia) are		To understand the key aspects of climate zones and biomes and vegetation belts	these aspects have changed over time
To name the four countries in the UK	To know what 'bird's eye view' and aerial perspectives are	To know where cities and counties in the UK are		To know where the countries of North and South America are	
To name the four capital cities of the countries in the UK	To know what some symbols on maps mean			To know where major cities in the countries of North and South America are	
To recall the characteristics of the four countries in the UK	To know what my own symbols mean			To understand the key features of mountains	
To name the seas surrounding the UK	To know what a human feature is			To understand the key features of volcanoes	
	To name a human feature			To understand the key features of earthquakes	
	To know what a physical feature is			To know what the Prime / Greenwich Meridian is	
	To name a physical feature			To know how time is measure using the Prime / Greenwich Meridian	
				To know that different countries are in different time zones	