Geography Skills and Knowledge Progression 2023-2024

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Three and Four Year Olds Understand position through words alone. For example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'.		Pupils should be taught to: • 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.		Pupils should be taught to: • 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).			
Location Knowledge	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Know that there are different countries in the world & talk about the differences they have experienced or seen in photos	Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like/dislike. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Recognise some environments that are different to the one in which they live.	Name, locate and identify the four countries and capital cities of the United Kingdom. Name and locate the surrounding seas of the United Kingdom. Know about the characteristics of each of the four countries that make up the United Kingdom.	Name and locate the world's seven continents. Name and locate the world's five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	Name and locate a wider range of places in the wider world (including Greece and Egypt). To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere.	Name and locate a wider range of places in the UK and the wider world, including some globally significant features (including Italy, and countries within North and South America). To identify the significance of longitude and latitude.	Name and locate an increasing range of places in the world including globally and topically significant features and events (including Benin, India and Central America). To identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Locate the world's countries, using maps to focus on a range of countries all over the world. To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). Know where the main mountain ranges in the world are.

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National Curriculum	Three and Four Year Olds Know that there are different countries in the work and talk about the differences they have experienced or seen in photos Reception Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. ELGs Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 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.		Pupils should be taught to: • 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.		Pupils should be taught to: • 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.			
Place Knowledge	Talk about some of the things they have observed in different places Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park	Observe and identify features in the place they live and the natural world. Talk about features. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' Recognise some similarities & differences between life in this country & life in other countries	To compare geographical similarities and differences between Oldbury and another areas of the UK (E.g. London)	To compare geographical similarities and differences between two areas of the UK. To compare geographical similarities and differences between Oldbury and a non-European country.	To understand geographical similarities and differences through the study of human and physical geography of: - a region in the UK (Cornwall) - a country in Africa - a region in a European country (Greece)	To understand geographical similarities and differences through the study of human and physical geography of: - a region in a European country (Rome and Scandinavia) - a region within North America and a region within South America (Anchorage, Alaska and Rio de Janeiro)	To understand geographical similarities and differences through the study of human and physical geography of: - a region within Africa (Benin) - a region within Asia (India) - a region within North and South America	To understand geographical similarities and differences through the study of human and physical geography of: - a region in the United Kingdom (Black Country) - a region within North America (Hawaii)

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National Curriculum	Three and Four Year Olds Begin to understand the need to respect and care for the natural environment and all living things. Use all their senses in hands-on exploration of natural materials. Reception Explore the natural world around them. ELGs Understand some important processes and changes in the natural world around them, including the seasons.		Pupils should be taught to: - 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.		Pupils should be taught to: - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; - 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 and Physical Geography (HPG)	• Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment	• Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of changing seasons on the natural world around them	Use basic geographical vocabulary to refer to: Physical Features beach, cliff, coast, mountain, sea, ocean, hill, river, valley, soil, vegetation, Human Features farm, port, harbour, shop	Use basic geographical vocabulary to refer to: Physical Features season and weather, forest, Human Features city, town, village, factory, house, office 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.	Describe and understand key aspects of: Physical Features climate zones Human Features settlements, land-use, economic activity To know about land-use patterns in the UK and understand how these have changed over time. To know about some of the human, physical and topographic features of some historic geographical regions within the UK (e.g. Orkney, Chysauster, Skara Brae, Cumbria, Cornwall)	Describe and understand key aspects of: Physical Features climate zones, biomes, volcanoes, mountains, earthquakes, rivers, glaciers, fjords, lakes, waterfalls Human Features settlements, trade links, economic activity. To know about the environmental regions, key physical and human characteristics, key topographical features, countries, and major cities within Europe.	Describe and understand key aspects of: Physical Features biomes, vegetation belts, rivers, water cycle, mountains Human Features settlements, trade links, distribution of food, distribution of minerals, distribution of water, land use To know about the environmental regions, key physical and human characteristics, countries, and major cities within Africa, Asia and North and South America. -	Describe and understand key aspects of: Physical Features volcanoes, mountains, earthquakes Human Features land use, distribution of energy To understand how some of these aspects (e.g. land use) have changed over time. To know about environmental regions, key physical and human characteristics, key topographical features countries, and major cities around the world.

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National Curriculum	Three and Four Year Olds Describe a familiar route. Reception Draw information from a simple map. ELGs Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		Pupils should be taught to: • 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.		Pupils should be taught to: • 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.			
Geographical Skills and Fieldwork (GSF)	• Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences	• Examine change over time. • Pose carefully framed open-ended questions, such as "How can we…?" or "What would happen if…?".. • Describe some actions which people in their own community do that help to maintain the area they live in.	To use world maps, atlases and globes to locate: - Four countries within UK - Capital cities in UK - Oceans Formulate and use a simple tally charts to gather data.	To use maps and atlases to locate: - The world's seven continents - The five oceans - Range of countries around the world - The equator - Polar regions - Villages, towns and cities within UK Use simple fieldwork skills to observe and measure rainfall in Oldbury.	Use maps, atlases and globes to locate countries and describe features studied (United Kingdom, Egypt, Greece) Gather data to measure and track weather patterns.	Use maps, atlases and globes to locate countries and describe features studied (Italy, Scandinavia, North and South America) To record and present climate information about Scandinavia on a simple graph.	Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth, DigiMap) to locate countries and describe features studied (Central America, Benin, India)	Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth, DigiMap) to locate countries and describe features studied (Russia, Germany, Italy, France, Great Britain, China, Japan, United States) To record and present population changes in the Black Country using line graphs. To measure physical features using topographical maps.

Mapping *Using and Interpreting Maps*	Use all their senses in hands on exploration of natural materials and other objects. Beginning to use pictorial maps for play. Begin to understand maps hold information in patterns and print. Make imaginary maps with marks that have meaning, use journey strings to recall and sequence journeys/	Derive information from a simple map. Use a plan view to find / mark features, Follow a simple map using landmarks.	I can begin explaining why places are where they are. I recognise that maps need a title. I can follow a route on a prepared map. I can find information on aerial photographs. I know that maps give information about the world (where and what?). I can recognise simple features on maps such as buildings, roads and fields.	I can begin explaining why places are where they are. I recognise that maps need a title. I can follow a route on a prepared map. I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.	I can use atlases, maps and globes. I can use large scale maps outside. I can make and use simple route maps. I can locate photos of features on maps. I can give maps a title to show their purpose. I can explain what places are like.	I can use maps at more than one scale. Using maps at a local scale. I can use oblique and aerial views. I can use thematic maps. I recognise that contours show height and slope. I can recognise some patterns on maps and begin to explain what they show.	I can use thematic maps for specific purposes. I know that purpose, scale, symbols and style are related. I can interpret distribution maps and use thematic maps for information, including using a legend/key.	I can use index and contents page of atlas. I can follow routes on maps saying what is seen. I can relate maps to each other and to vertical aerial photographs. I can appreciate different map projections. I can follow a route on 1:50 000 Ordnance Survey map; I can describe and interpret relief features.
Mapping *Position and Orientation*	Point in the direction of features when asked. Follow simple instructions to look or move in a certain way. Describe a familiar route, begin to use appropriate vocabulary, and directions left and right with increasing confidence.	Point to North and South Poles on a globe. Use a compass to identify the direction of North in the playground. Use more complex directional language.	I am beginning to use directional and positional vocabulary such as Near, far, left, right, forwards, backwards, above, below.	I can say which direction N, S, E,W is. I know which direction N is on an Ordnance Survey map.	I can use simple grids. I can give direction instructions up to 8 cardinal points.	I can use 4- figure coordinates to locate features. I know that 6 figure Grid References can help you find a place more accurately than 4-figure coordinates.	I can use 4 and 6- figure coordinates to locate features. I can use latitude and longitude in an atlas or globe.	I can use 4 and 6- figure coordinates to locate features. I can align a map with a route.
Mapping *Drawing*	Express ideas and feelings through making marks, and begin to use talk and gestures to explain meaning. Create closed shapes with continuous lines ... draw maps using shapes and purposeful mark making.	Draw and create simple maps from memory about features in a familiar environment.	I can draw a simple map - real or imaginary place for example, freehand maps of gardens, watery places, route maps, places in stories.	I can draw a simple map - real or imaginary place for example, freehand maps of gardens, watery places, route maps, places in stories.	I can make a map of small area with features in correct places.	I can make a map of small area with features in correct places, including a short route with features in correct order.	I can draw scale plans. I can design maps from descriptions.	I can make sketch maps of an area using symbols and key. I can draw thematic maps for example, local open spaces. I can make a plan for example, garden, play park; with scale (DT)

Mapping *Symbols*	Begin to notice simple patterns. Begin to use objects symbolically eg a banana for a telephone Use symbols as cues such as footsteps on a playground. Use objects to represent other objects, eg a line of sticks as a road.	Begin to use simple symbols on maps to show features and journeys. Recognise some map symbols.	I know that symbols mean something on maps. I can use symbols on maps - own and class agreed symbols. I am beginning to realise why maps need a key.	I can use symbols on maps - own and class agreed symbols. I am beginning to realise why maps need a key. I can find a given Ordnance Survey symbol on a map with support.	I can use plan views regularly. I can give maps a key with standard symbols.	I can give maps a key with standard symbols. I can use some Ordnance Survey style symbols.	I appreciate maps cannot show everything. I can use standard symbols. I can use agreed and Ordnance Survey symbols.	I appreciate maps cannot show everything. I can use standard symbols. I know 1:50.000 symbols and atlas symbols. I can use agreed and Ordnance Survey symbols.
Mapping *Perspective and Scale*	Use pretend play and start to compare sizes between models and reality. Talk about distance and know some places are further away that others. Begin to explore scale though small world play.	Start to gain some knowledge of their own country, their location and its features. Know that you need to zoom out to see a larger area.	I can use large scale, vertical aerial photographs. I know that when you 'zoom in' you see a smaller area in more detail. I can look down on objects and make a plan – create a farm.	I can use large scale, vertical aerial photographs. I know that when you 'zoom in' you see a smaller area in more detail. can draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on).	I can use maps and aerial views to help me talk about for example, views from high places. I can relate measurement on maps to outdoors (using paces or tape).	I can make a simple scale plan of room with whole numbers for example, *1 sq.cm = 1 square tile on the floor moving onto 1cm2 = 1m2.* I can use the scale bar to estimate distance. I can use the scale bar to calculate some distances.	I can use a scale bar on all maps. I can use a linear scale to measure rivers. I can read and compare map scales.	I can describe height and slope using maps, fieldwork and photographs. I can use a range of viewpoints up to satellite. I can use models and maps to talk about contours and slope.
Mapping *Digital Map Making*	Begins to recognise that maps like Satnavs, help you find your way. Begins to play with online video games where you manipulate shapes in space. Begin to recognise some features on a large scale aerial view, e.g. the cars in the car park, the school and playground. Roads and houses.	Manipulate and annotate large scale maps, adding simple text, markers and photographs.	I can add simple information to maps for example, labels and markers. I can zoom in and out of a map. I can highlight areas.	I can find places using a postcode or simple name search. I can add an image to a map. I can draw a simple route. I can draw around simple shapes and explain what they are on the map for example, houses. I can use the measuring tool with support to show distance for example, my house to school, to the shops.	I can use the zoom function to locate places. I can add a range of annotation labels and text to help me explain features and places. I can add photographs to specific locations.	I can use the zoom function to explore places at different scales. I can highlight an area on a map and measure it using the Area Measurement Tool. I can use grid references in the search function. (Y4AU) I can use the grid reference tool to record a location. I can highlight areas within a given radius.	I can use maps to research factual information about locations and features. I can use linear and area measuring tools accurately.	I can find 6-figure grid references and check using the Grid Reference Tool. I can combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue.