



Drybrook School Progression of Skills: Geography

EYFS Geography	Maths	Understanding the world	Understanding the world People, Culture and Communities	Understanding the world The Natural World
<p>Willow</p>	<ul style="list-style-type: none"> ➤ Understand position through words alone. For example, “The bag is under the table,” – with no pointing. ➤ Describe a familiar route. ➤ Discuss routes and locations, using words like ‘in front of’ and ‘behind’ 	<ul style="list-style-type: none"> ➤ Use all their senses in hands-on exploration of natural materials. ➤ Begin to understand the need to respect and care for the natural environment and all living things. ➤ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> ➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> ➤ 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.
<p>Holly Reception</p>		<ul style="list-style-type: none"> ➤ Draw information from a simple map. ➤ Recognise some similarities and differences between life in this country and life in other countries. ➤ Explore the natural world around them. ➤ Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> ➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ➤ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- 	<ul style="list-style-type: none"> ➤ 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. ➤ Understand some important processes and changes in the natural world around them, including the seasons.

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			fiction texts and (when appropriate) maps.	
Vocabulary	In front of, Behind, Under, On top of, Beside	United Kingdom, Drybrook, Forest of Dean, Gloucestershire Forest, road, path, school, home	Map, England, Wales, Scotland	Summer, winter, spring, autumn Cold, hot, warm, weather

Geography	Location Knowledge	Place Knowledge	Human and Physical	Fieldwork
KS1 Geography National Curriculum	Children develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality	Children develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.	Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.	Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.
Y1	<ul style="list-style-type: none"> ➤ Know the names of the 4 countries that make up the UK ➤ Name 3 seas that surround the UK ➤ Know and name the four capital cities of England, Wales, Scotland and Nireland 	<ul style="list-style-type: none"> ➤ Know features of hot and cold places around the world ➤ Know where the equator, south and north pole are on a globe 	<ul style="list-style-type: none"> ➤ Know the hottest and coldest season in the UK ➤ Know and recognise main weather symbols ➤ Know the difference between a town and city 	<ul style="list-style-type: none"> ➤ Know which is N, E, S, W, on a compass ➤ Know own address and postcode

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Y2	<ul style="list-style-type: none"> ➤ Know the names of and locate on a map/globe the seven continents of the world ➤ Know and name of and locate on a map or globe the five oceans of the world 	<ul style="list-style-type: none"> ➤ Know the main differences between a place in England and that of a small place in a non-European country (Kenya or China) 	<ul style="list-style-type: none"> ➤ Identify the following physical features: mountain, lake, island, river, cliff, forest, beach ➤ Explain advantages and disadvantages of living in a city or village 	<ul style="list-style-type: none"> ➤ Know and use the terminology: left and right; below and next to
Vocabulary	<p>United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>	<p>physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical</p>
End of KS expectations	<p>Children can: 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</p>	<p>Children can: compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country;</p>	<p>Children can: 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;</p>	<p>Children can:</p> <ul style="list-style-type: none"> ● use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; ● use simple compass directions and locational and directional to describe the location of features and routes on a map; ● devise a simple map; and use and construct basic symbols in a key; ● use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and

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				physical features, using a range of methods;
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KS2 Geography	Location Knowledge	Place Knowledge	Human and Physical	Fieldwork
Geography National Curriculum Year 3 and 4	Children should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features.	Children can 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.	Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.	Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
Year 5 and 6	Children should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and	Children can 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	Children will locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and	Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth’s features at different scales are shaped, interconnected and change over time.

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	identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.		human processes, and of the formation and use of landscapes and environments.	
Y3	<ul style="list-style-type: none"> ➤ Know the names of and locate 8 or more) European countries ➤ Know and locate 8+ counties and at least 6 cities in England ➤ Know the names of 4 countries from both the southern and northern hemisphere 	<ul style="list-style-type: none"> ➤ Know differences between living in the UK and a Mediterranean country 	<ul style="list-style-type: none"> ➤ Know what causes an earthquake ➤ Label the parts of a volcano 	<ul style="list-style-type: none"> ➤ Use maps to locate European countries and capital cities ➤ Know and name 8 points of a compass
Y4	<ul style="list-style-type: none"> ➤ Know the names of and locate 8+ major capital cities across the world ➤ Know where the main mountain regions are in the UK ➤ Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on the world map 	<ul style="list-style-type: none"> ➤ Know what is meant by the term Tropic ➤ Know similarities and differences living on the Tropics to the UK 	<ul style="list-style-type: none"> ➤ Know and label the main features of a river ➤ Know the names and locate a number of the world's longest rivers ➤ Know the names of the world's highest mountains ➤ Explain the water cycle ➤ Know why most cities are located by a river 	<ul style="list-style-type: none"> ➤ Use maps and globes to locate: the equator; Tropic of Capricorn and Cancer; Greenwich Meridian ➤ Know how to plan a journey in the UK using a road map
Vocabulary	country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Amazon rainforest, Forest of Dean, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. Arctic, Antarctic	mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter,	sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

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			pollution, settlement, settler, site, need, shelter, food.	
Y5	<ul style="list-style-type: none"> ➤ Know the names of different European capital cities ➤ Know, name and locate the main rivers in the UK 	<ul style="list-style-type: none"> ➤ Know the differences between living in the UK and in a country in South America (Brazil) ➤ Know the similarities of the arctic and Antarctic regions 	<ul style="list-style-type: none"> ➤ Know what is meant by biomes ➤ Know features of a biome ➤ Label layers of a rainforest and know what deforestation is 	<ul style="list-style-type: none"> ➤ Use Google Earth to follow the journey of rivers ➤ Know some OS map symbols ➤ Know how to use graphs to record features: temperature, rainfall across the world
Y6	<ul style="list-style-type: none"> ➤ Know the names of and locate a number of South and North American countries ➤ Know about world time zones 	<ul style="list-style-type: none"> ➤ To work out differences in time across the world ➤ Climate zones across the world 	<ul style="list-style-type: none"> ➤ Know and locate some of the world's deserts ➤ Know and locate mountainous regions ➤ Know why industrial areas and ports are important ➤ Know main human and physical differences between developed and third world countries 	<ul style="list-style-type: none"> ➤ Use Google Earth to locate a country or place of interest in The Southern Hemisphere ➤ Know what most OS symbols mean ➤ Use 6-figure grid references
Vocabulary	atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key, Arctic and Antarctic Circle.	latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.	environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.	atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
End of KS2 expectations	Children can: <ul style="list-style-type: none"> ● use maps to locate the world's countries with a focus on 	Children can: <ul style="list-style-type: none"> ● understand geographical similarities and differences 	Children can: <ul style="list-style-type: none"> ● describe and understand key aspects of: 	Children can: <ul style="list-style-type: none"> ● use maps, atlases, globes and digital/computer mapping to

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	<p>Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <ul style="list-style-type: none">● name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;● identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;	<p>through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <ul style="list-style-type: none">● understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;	<ul style="list-style-type: none">● physical geography, including: climate zones, biomes and vegetation belts, mountains 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;	<p>locate countries and describe features;</p> <ul style="list-style-type: none">● 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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
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