



# Bonneygrove and Millbrook Primary Federation

## Progression of Skills

### Geography

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Location Knowledge</b>	<p><b>Children can:</b></p> <p>Talk about places that are familiar to them, such as home, school and the local area.</p> <p>Recognise features of their immediate environment.</p> <p>Describe where things are</p>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Name and locate local town.</li> <li>Name and locate the four countries of the United Kingdom and their capitals</li> </ul>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Name and locate the world's seven continents</li> </ul>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains</li> </ul>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Locate the main countries in Europe and North or South America. Locate and name principal cities.</li> <li>Compare 2 different regions in UK rural/urban.</li> </ul>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

	<p>using simple positional language (next to, behind, near, far).</p> <p>Begin to understand that different places are special to different people.</p> <p>Explore simple maps, globes and aerial photographs.</p> <p>Recognise that there are different countries in the world and talk about differences they have experienced or seen in books.</p>		<p>and five oceans.</p>	<p>, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>• Locate Europe on a world map and identify its position in relation to other continents.</li> <li>• Locate and name countries across Europe, including France, Germany,</li> </ul>	<p>and other major cities.</p> <ul style="list-style-type: none"> <li>• Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and name the main countries and cities in England.</li> <li>• Linking with History, compare and use maps of UK from past with the present, focusing on land use.</li> <li>• Identify the position and significance of latitude/longitude and the Greenwich Meridian.</li> <li>• Linking with science, time zones, night and day</li> </ul>	<ul style="list-style-type: none"> <li>• Linking with local History, map how land use has changed in local area over time.</li> <li>• Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</li> </ul>
--	--	--	-------------------------	--	--	--	--

				<p>Italy, and Spain.</p> <ul style="list-style-type: none"><li>• Locate and identify major capital cities such as Paris, Berlin, Rome, and Madrid.</li><li>• Locate key seas and oceans surrounding Europe, including the Mediterranean Sea and Atlantic Ocean.</li><li>• Locate regions within Europe (e.g., Northern, Southern, Eastern, and</li></ul>			
--	--	--	--	--	--	--	--

				Western Europe).			
<b>Place Knowledge</b>	<p><b>Children can:</b> Explore and discuss similarities and differences between places. Compare their local environment with places from stories, photographs and videos. Talk about different homes, buildings and environments. Describe what they see, hear and feel in different places. Understand that environments can be different from one another.</p>	<p><b>Children can:</b> Observe and describe the human and physical geography of a small area of the United Kingdom.</p> <p>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</p>	<p><b>Children can:</b> 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 non-European country.</p>	<p><b>Children can:</b> Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p>	<p><b>Children can:</b> Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.</p>	<p><b>Children can:</b> Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p>	<p><b>Children can:</b> Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p>
<b>Human and Physical Geography</b>	<p><b>Children can:</b></p>	<p><b>Children can:</b> Identify seasonal/daily weather patterns</p>	<p><b>Children can:</b></p>	<p><b>Children can:</b></p>	<p><b>Children can:</b></p>	<p><b>Children can:</b> Describe and understand</p>	<p><b>Children can:</b></p>

	<p>Observe seasonal changes in the natural world.</p> <p>Describe daily weather using simple vocabulary (sunny, rainy, windy, cold).</p> <p>Identify natural features such as trees, rivers, hills and beaches.</p> <p>Identify human features such as houses, roads, shops and schools.</p> <p>Explore how people travel around their local area.</p> <p>Begin to understand how environments</p>	<p>erns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p> <p>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</p>	<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)</p> <p>and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Understand volcanoes as a physical geography feature of the Earth.</p> <p>Locate where volcanoes are found in the world, including areas such as Pacific Ring of Fire and countries like Iceland and Italy.</p> <p>Describe how volcanoes are formed and recognise</p>	<p>Key aspects of :</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focusing on energy (link with coal mining past History and eco-power in D&amp;T)</p>
--	--	---	--	--	--	--	---

	may vary from one another.				<p>their main features (e.g., magma, lava, crater).</p> <p>Understand the difference between active, dormant, and extinct volcanoes.</p> <ul style="list-style-type: none"> <li>· Explain how volcanoes affect people (human geography), including both benefits (e.g., fertile soil, tourism) and risks (e.g., eruptions, damage to settlements).</li> </ul>		
<b>Geographical Skills and Fieldwork</b>	<p><b>Children can:</b></p> <p>Use simple maps during play and practical activities.</p> <p>Draw simple picture maps of</p>	<p><b>Children can:</b></p> <p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Use locational and directional language (eg, near and far, left and right), Describe the locatio</p>	<p><b>Children can:</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions (North, East, South and West), to describe</p>	<p><b>Children can:</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and k</p>	<p><b>Children can:</b></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, a and four-</p>	<p><b>Children can:</b></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid referen</p>	<p><b>Children can:</b></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitu</p>

	<p>familiar places.</p> <p>Use photographs, pictures and small-world models to talk about environments.</p> <p>Explore globes and digital maps to find familiar places.</p> <p>Use simple observational skills during outdoor learning and local walks.</p> <p>Collect simple information through discussion, drawing and sorting activities.</p> <p>Use directional language such as forwards, backwards, near and far.</p>	<p>n of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Use simple digital maps and virtual reality experiences (e.g., exploring places with Google Earth or VR headsets) to identify familiar places and basic geographical features, helping pupils engage with and experience the topic in an immersive way.</p>	<p>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; and use and construct basic symbols in a key.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p> <p>Use simple digital maps and virtual reality experiences (e.g., exploring places with Google Earth or VR headsets) to identify familiar places and basic geographical features, helping pupils engage with</p>	<p>ey (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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.</p>	<p>figure grid references.</p> <p>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.</p>	<p>ces, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>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.</p>	<p>de and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>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.</p>
--	--	---	---	--	---	--	--

			and experience the topic in an immersive way.				
--	--	--	---	--	--	--	--