



## St Peter's Catholic Primary School

### Progression of skills: Geography

EYFS	
Reception	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
ELGs	<ul style="list-style-type: none"> <li>• Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

Year 1 Aut 1- My School Spr 2- Great Burstead Sum 2- Eco Stewards	Year 2 Aut 1- Chunguza Kenya Sum 2- Eco Biodiversity	Year 3 Aut 2- Across the Pond Sum 1- The Tunnel Sum 2- Eco Dover, Erosion	Year 4 Spr 1- What makes the Earth shake? Sum 1 and Sum 2- Eco - Norway Sustainability	Year 5 Spr 2- Trade Links Sum 1- Flatford Mill Sum 2-Eco - Climate Zones	Year 6 Spr 1- Reflect and Rebuild Sum 1 and 2- Eco Blue Planet Arctic and Antarctica
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					(North/South America)	
Locational knowledge	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom [Autumn1]</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom [Autumn1].</p>	<p>Name and locate the world's seven continents and five oceans [Autumn 1 and Summer 2].</p>	<p>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.[Autumn 2 ]</p>	<p>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 .[Spring 1 , Summer 1 and Summer 2].</p>	<p>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 [Spring 2].</p>	<p>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) [ Summer 1 and Summer 2].</p>
Place knowledge	Understand geographical similarities	Understand geographical similarities	Understand geographical similarities and	Understand geographical similarities and	Understand geographical similarities and	Understand geographical similarities and

	and differences through studying the human and physical geography of a small area of the United Kingdom [Spring 2].	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 [Autumn 1 and Summer 2].	differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America [Autumn 2].	differences through the study of human and physical geography of a region in a European country [Summer 1 and Summer 2].	differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America [Summer 2].	differences through the study of human and physical geography beyond Europe [Summer 1 and Summer 2].
Human and physical geography	Use basic geographical vocabulary to refer to:  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	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 geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Describe and understand key aspects of:  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	

	<p>valley, vegetation, season and weather [Autumn 1 and Summer 2]</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop [Spring 2].</p>	<p>[Autumn 1 and Summer 2].</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather [Spring 1 and Summer 2].</p> <p>Key human features, including: city, town, village,</p>		<p>[Spring 1, Summer 1 and 2].</p>	<p>including energy, food, minerals and water [Spring 2 and Summer 1 and 2].</p>	
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		factory, farm, house, office, port, harbour and shop [Spring 1].				
Geographical skills and fieldwork	use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right][Autumn 1]	Use world maps, atlases and globes to identify countries beyond the UK countries, as well as continents and oceans [Autumn 1 and Summer 2].  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied [Autumn 2 and Summer 2]  Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied [Spring and Summer 1 and 2].  Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.[Summer 2].  use the 8 points of a compass, 4- and 6-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[Spring 2.	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.[Spring 1, Summer 1 and 2]  Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of

	<p>school and its grounds and the key human and physical features of its surrounding environment[ Spring 2].</p>	<p>physical features of its surrounding environment[ Summer 2].</p> <p>Use simple compass directions to describe the location of features and routes on a map[ Spring 1]</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<p>Kingdom and the wider world [Autumn1 and Summer1]</p> <p>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[ Summer 1 ]</p>	<p>world [Autumn1 and Summer1]</p> <p>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[ Summer 1 and Summer 2].</p>	<p>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[ Summer1].</p>	<p>the United Kingdom and the wider world[ Spring 1, Summer1 and 2.</p>
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		devise a simple map; and use and construct basic symbols in a key [ Spring!]				
Blooms (ONGOING)	Identify key geographical characteristics of a local area. [Spring 2].  Make comparisons and contrasts between human and physical features. Describe and explain these differences and similarities in	Identify key geographical characteristics of a local region and an international region [Autumn!]  Make comparisons and contrasts between human and physical features. Describe and explain these differences and	Identify key geographical characteristics of a regional area and a region in North America [Autumn!].  Make comparisons and contrasts between human and physical features. Describe and explain these similarities in some depth. Explain to	Identify key geographical characteristics of a specific area [ Spring 1, Summer 1 and Summer 2].  Make comparisons and contrasts between human and physical features. Describe and explain these differences and similarities in some depth. Explain to some level why these similarities and differences exist and the	Identify key geographical characteristics of a specific area. [ ongoing]  Make comparisons and contrasts between human and physical features. Describe and explain these differences and similarities in some depth. Explain to some level why these similarities and differences exist and the	Identify key geographical characteristics of a specific area [ ongoing].  Make comparisons and contrasts between human and physical features. Describe and explain these differences and similarities in some depth. Explain to some level why these similarities and differences exist and the implications of such similarities

<p>some depth [ongoing].</p> <p>Recall key locational knowledge and memorise it [ongoing]</p> <p>Draw suitable conclusions and explain them in detail [ongoing]</p> <p>Locate and identify key features on a</p>	<p>similarities in some depth [ongoing].</p> <p>Recall key locational knowledge and memorise it [ongoing].</p> <p>Draw suitable conclusions and explain them in detail [ongoing].</p> <p>Locate and identify key features on a map [ongoing].</p> <p>Classify any gathered</p>	<p>some level why these similarities and differences exist and the implications of such similarities and differences [ongoing].</p> <p>Recall key locational knowledge and memorise it. [ongoing]</p> <p>Draw suitable conclusions and explain them in detail [ongoing].</p>	<p>implications of such similarities and differences [ongoing].</p> <p>Recall key locational knowledge and memorise it [ongoing].</p> <p>Draw suitable conclusions and explain them in detail [ongoing]</p> <p>Locate and identify key features on a map [ongoing]</p> <p>Classify any gathered information and</p>	<p>implications of such similarities and differences. [ongoing]</p> <p>Recall key locational knowledge and memorise it [ongoing].</p> <p>Draw suitable conclusions and explain them in detail [ongoing].</p> <p>Locate and identify key features on a map [ongoing]</p> <p>Classify any gathered information and</p>	<p>and differences [ongoing].</p> <p>Recall key locational knowledge and memorise it [ongoing].</p> <p>Draw suitable conclusions and explain them in detail [ongoing]</p> <p>Locate and identify key features on a map [ongoing]</p> <p>Classify any gathered information and summarise it</p>	<p>and differences [ongoing].</p> <p>Recall key locational knowledge and memorise it [ongoing].</p> <p>Draw suitable conclusions and explain them in detail [ongoing]</p> <p>Locate and identify key features on a map [ongoing]</p> <p>Classify any gathered information and summarise it</p>
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	<p>map [ongoing].</p> <p>Classify any gathered information and summarise it accordingly [ongoing].</p>	<p>information and summarise it accordingly. [ongoing].</p> <p>Interpret differing opinions and show the impact they have [ongoing]</p>	<p>Locate and identify key features on a map [ongoing].</p> <p>Classify any gathered information and summarise it accordingly. [ongoing].</p> <p>Interpret differing opinions and show the impact they have. [ongoing]</p> <p>Question why similarities and differences exist between two</p>	<p>summarise it accordingly [ongoing].</p> <p>Interpret differing opinions and show the impact they have [ongoing].</p> <p>Outline the main causes for geographical processes and examine the impact of any given process both on a local and an international scale. [Spring1].</p>	<p>summarise it accordingly [ongoing]</p> <p>Interpret differing opinions and show the impact they have [ongoing]</p> <p>Outline the main causes for geographical processes and examine the impact of any given process both on a local and an international scale. [Spring2 and Summer2].</p>	<p>accordingly [ongoing]</p> <p>Interpret differing opinions and show the impact they have [ongoing]</p> <p>Outline the main causes for geographical processes and examine the impact of any given process both on a local and an international scale. [Spring 1 and Summer 1 and Summer 2].</p> <p>Demonstrate an awareness of different map types</p>
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			<p>chosen locations [ one regional and one in North America] and the implications of such [Autumn2].</p> <p>Demonstrate an awareness of different map types and scales [ ongoing].</p> <p>Modify opinions based on research and analysis [ ongoing].</p>	<p>Demonstrate an awareness of different map types and scales [ ongoing].</p> <p>Modify opinions based on research and analysis [ ongoing].</p> <p>Produce gathered information in a variety of ways such as graphs, 3-D models, descriptive texts, varying maps [ ongoing].</p>	<p>Demonstrate an awareness of different map types and scales [ ongoing].</p> <p>Modify opinions based on research and analysis [ ongoing].</p> <p>Produce gathered information in a variety of ways such as graphs, 3-D models, descriptive texts, varying maps [ ongoing].</p> <p>Categorise gathered</p>	<p>and scales [ ongoing].</p> <p>Modify opinions based on research and analysis [ ongoing].</p> <p>Produce gathered information in a variety of ways such as graphs, 3-D models, descriptive texts, varying maps [ ongoing].</p> <p>Categorise gathered information from independent research and select</p>
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			<p>Produce gathered information in a variety of ways such as graphs, 3-D models, descriptive texts, varying maps [ongoing].</p>	<p>Categorise gathered information from independent research and select most pertinent facts [ongoing].</p>	<p>information from independent research and select most pertinent facts.</p>	<p>most pertinent facts.</p>
			<p>Categorise gathered information from independent research and select most pertinent facts [ongoing].</p>	<p>Organise gathered information in the most effective manner [ongoing].</p>	<p>Organise gathered information in the most effective manner [ongoing].</p>	<p>Organise gathered information in the most effective manner [ongoing].</p>
			<p>Organise gathered information in the most</p>	<p>Draw reasonable conclusions from gathered information [ongoing].</p>	<p>Draw reasonable conclusions from gathered information [ongoing].</p>	<p>Draw reasonable conclusions from gathered information [ongoing].</p>
			<p>Organise gathered information in the most</p>	<p>Outline the main causes for geographical</p>	<p>Outline the main causes for geographical processes and examine the impact of any given process both on a local</p>	<p>Outline the main causes for geographical processes and examine the impact of any given process both on a local and an international scale [Spring 1 and Summer 1 and 2]</p>

			<p>effective manner[ongoing]</p> <p>Draw reasonable conclusions from gathered information[ongoing]</p> <p>Outline the main causes for geographical processes and examine the impact of any given process[ongoing].</p>	<p>processes and examine the impact of any given process[ongoing].</p>	<p>and an international scale Spring]</p> <p>Demonstrate an awareness of different map types and scales[ongoing].</p> <p>Modify opinions based on research and analysis [ongoing].</p> <p>Produce gathered information in a variety of ways such as graphs, 3-D models, descriptive or explanatory texts, varying maps[ongoing]</p>	<p>Demonstrate an awareness of different map types and scales[ongoing].</p> <p>Modify opinions based on research and analysis [ongoing].</p> <p>Produce gathered information in a variety of ways such as graphs, 3-D models, descriptive or explanatory texts, varying maps[ongoing]</p>
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					<p>Categorise gathered information from independent research and select most pertinent facts [ ongoing].</p> <p>Organise gathered information in the most effective manner [ongoing].</p> <p>Draw reasonable conclusions from gathered information[ ongoing].</p> <p>Outline the main causes for geographical</p>	<p>Categorise gathered information from independent research and select most pertinent facts [ ongoing]</p> <p>Organise gathered information in the most effective manner [ongoing].</p> <p>Draw reasonable conclusions from gathered information[ ongoing]</p> <p>Outline the main causes for geographical processes and examine the impact of any given process [ Summer 1 and Summer 2].</p>
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				<p>processes and examine the impact of any given process. [Summer 1 and Summer 2]</p> <p>Form reasoned arguments based on research [Summer 2].</p> <p>Understand conflicts of interest in relation to the environment and critique proposals and procedures put forward to resolve such conflicts [Summer 2].</p> <p>Evaluate research carried out and justify conclusions</p>	<p>Form reasoned arguments based on research [Spring and Summer 1 and 2].</p> <p>Understand conflicts of interest in relation to the environment and critique proposals and procedures put forward to resolve such conflicts [Summer 1 and Summer 2].</p> <p>Evaluate research carried out and justify conclusions reached [ongoing]</p> <p>Determine cause and effect in relation to different geographical processes. [Spring 1 and Summer 2].</p>
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				<p>reached[ongoing]</p> <p>Determine cause and effect in relation to different geographical processes. [Spring 2 and Summer1]</p> <p>Carry out fieldwork gathering and generating relevant data. Analyse the reliability of the gathered data[Summer1].</p> <p>Formulate opinions based on research.[ongoing]</p> <p>Appraise manmade solutions for physical problems.[ Spring</p>	<p>Carry out fieldwork gathering and generating relevant data. Analyse the reliability of the gathered data[Summer1 and Summer 2]</p> <p>Formulate opinions based on research[ongoing]</p> <p>Appraise manmade solutions for physical problems.[Spring 1 and Summer2].</p>
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					2 and Summer 2].	
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