|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **mage result for aquila archbishop courtenaySkills Progression Map**  **ABC Geography**  *Each skill at a glance for each year group so that planning can build on previous knowledge.*  *Skills to be identified on long term and medium-term planning for each hub.* | | | | | | | |
| **Skill** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Location Knowledge** | Make observations about their local environment e.g. park, school, home  Begin to compare features of different environments e.g. park compared to house | Name and locate local town. | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Name and locate the world’s seven continents and five oceans. | Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. | Locate the worlds 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 other major cities.  Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. | Locate the main countries in Europe and North or South America. Locate and name principal cities.  Compare 2 different regions in UK rural/urban.  Locate and name the main counties and cities in England.  Linking with History, compare land use maps of UK from past with the present, focusing on land use.  Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day | Locate the main countries in Africa, Asia and Australasia/Oceania on a world map.  Identify their main environmental regions, key physical and human characteristics, and major cities.  Map how land use has changed in local area over time, linking with local History.  Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Skill** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Place Knowledge** | Observe features in environment by pointing/looking closely  Begin to compare features e.g. park compared to house  Name simple features e.g. trees, ground, wall, grass, road  Use some descriptive vocabulary to describe features e.g. tall tree, long wall | Observe and describe the human and physical geography of a small area of the United Kingdom. | 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. | Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. | 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. | Compare a region in UK with a region in N. or S. America with significant differences and similarities.  *E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).* | Compare a region in UK with a region in N. or S. America with significant differences and similarities.  *E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Skill** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Human and Physical Geography** | Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow  Begin to notice the difference between hot and cold seasons e.g. hot, cold, sunny, cloudy  Use basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach  Use basic geographical vocabulary such as house, school, shop, car park, cinema, cafe, airport, train station | 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.  Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. | 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.  Use basic Geographical vocabulary to refer to key physical features (including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)  and human features (including city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. | Describe and understand key aspects of:  Physical geography including key topographical features (including hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. | Describe and understand key aspects of:  Physical geography, including: climate zones, biomes and vegetation belts  Types of settlements in modern Britain: villages, towns, cities. | Describe and understand key aspects of :  Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.  Human geography including trade between UK and Europe and ROW  Fair/unfair distribution of resources (Fairtrade).  Types of settlements in Viking, Saxon Britain linked to History. | Describe and understand key aspects of :  Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.  Distribution of natural resources focussing on energy |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Skill** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Geographical Skills and Fieldwork** | Follow one step positional instructions e.g. stand up, sit down  Follow positional instructions e.g. under the table, through the table, stand next to... | Use maps, atlases and globes to identify the continents and oceans studied at this key stage.  Use locational and directional language (e.g., near and far, left and right), Describe the location of features and routes on maps.  Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.  Use simple fieldwork and observational skills to study the geography of their school and its grounds. | Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use simple compass directions (North, East, South and West), 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 fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. | 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 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. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  Learn the eight points of a compass, and four-figure grid references.  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. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.  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. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Extend to 6 figure grid references with teaching of latitude and longitude in depth.  Expand map skills to include non-UK countries.  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. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Skill** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Sustainability** | Talk about the things I like and don’t like about the local environment.  Talk about what people do in the local environment.  Use narratives to supports this:  How do we recycle in school? | Discuss the things I like and don’t like about the local environment.  Talk about how the local environment could be changed or raising awareness of a local environmental issue.  Use narratives to supports this: How does my school recycle? How do I recycle at home? | Discuss the things I like and don’t like about the local environment.  Talk about how the local environment could be changed or raising awareness of a local environmental issue.  Use narratives to supports this: How does my school recycle?  How do I recycle at home? | Give reasons, thoughts and views about a locality.  Discuss and describe how people try to improve and sustain their environment.  Identify and discuss reasons for an environmental issue. | Justify reasons , thoughts and views using factual information.  Provide factual evidence to support ways people can improve and sustain the environment.  Use a range of sources of evidence to support environmental issues. | Discuss and give reasons for own and others’ views about changes to the environment.  Discuss and describe how peoples’ actions can damage and improve the environment.  Discuss and describe reasons for global environmental issues. | Recognise and describe the different views people may hold when changes are made to the environment.  Discuss and describe how groups try to manage an environment’s sustainability.  Describe how decisions made about places and environments can impact on the lives of the people who live there. |