



**Barrowcliff School**  
**Skills Progression Grid**  
**Geography**

EYFS	Understanding the World			
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Who am I? Who is in my family?</li> <li>• Where do I live?</li> <li>• What is around me?</li> <li>• Is where I live the same or different to other places?</li> <li>• What role do different people have?</li> <li>• Where do creatures live and what is it like there?</li> </ul>			
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Look closely at similarities, differences patterns and change in own environment and that of others e.g. school and a farm, seasonal change</li> <li>• Talk confidently about how the natural &amp; man-made world can differ</li> <li>• Identify common features within environments and those that are unique</li> <li>• Make observations and give reasons for changes that take place over time</li> <li>• Know that the environment and living things are influenced by human activity e.g. recycling, cultivating plants, caring for animals</li> <li>• Begin to describe how people in the local community look after the area where they live.</li> </ul>			
<b>Years 1-6</b>	<b>Place Knowledge</b>	<b>Geographical skills and fieldwork</b>	<b>Human and Physical Geography</b>	<b>Locational knowledge</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• name, describe and compare familiar places</li> <li>• link their homes with other places in their local community</li> <li>• know about some present</li> </ul>	<ul style="list-style-type: none"> <li>• ask simple geographical questions e.g. What is it like to live in this place?</li> <li>• use simple observational skills to study the geography</li> </ul>	<ul style="list-style-type: none"> <li>• describe seasonal weather changes</li> </ul>	<ul style="list-style-type: none"> <li>• understand how some places are linked to other places e.g. roads, trains</li> </ul>

	<p>changes that are happening in the local environment e.g. at school</p> <ul style="list-style-type: none"> <li>• suggest ideas for improving the school environment</li> </ul>	<p>of the school and its grounds</p> <ul style="list-style-type: none"> <li>• use simple maps of the local area e.g. large-scale print, pictorial etc.</li> <li>• use locational language (e.g. near and far, left and right) to describe the location of features and routes</li> <li>• make simple maps and plans e.g. pictorial place in a story</li> </ul>		
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> <li>• name, locate and identify characteristics of the seas surrounding the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

		<p>map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>		
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• understand why there are similarities and differences between places</li> <li>• develop an awareness of how places relate to each other</li> </ul>	<ul style="list-style-type: none"> <li>• ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?</li> <li>• analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</li> <li>• recognise that different people hold different views about an issue and begin to understand some of the reasons why</li> <li>• communicate findings in ways appropriate to the task or for the audience</li> </ul>	<ul style="list-style-type: none"> <li>• identify physical and human features of the locality</li> <li>• explain about weather conditions/patterns around the UK and parts of the Europe</li> </ul>	<ul style="list-style-type: none"> <li>• identify where countries are within the UK and the key topographical features</li> <li>• name and locate the cities of the UK</li> </ul>

		<ul style="list-style-type: none"> <li>• understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</li> <li>• use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</li> <li>• make more detailed fieldwork sketches/diagrams</li> <li>• use fieldwork instruments e.g. camera, rain gauge</li> <li>• use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features</li> <li>• use four figure grid references</li> <li>• use the 8 points of a compass</li> <li>• make plans and maps using symbols and keys</li> </ul>		
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• know about the wider context of places – region, country</li> <li>• understand why there are similarities and differences between places</li> </ul>	<ul style="list-style-type: none"> <li>• understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition,</li> </ul>	<ul style="list-style-type: none"> <li>• describe human features of the UK regions, cities and/or counties</li> <li>• understand the effect of landscape features on the development of a locality</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the different shapes of the continents</li> <li>• demonstrate knowledge of features about places around</li> </ul>

		<p>transportation, headland, volcanoes, earthquakes etc.</p> <ul style="list-style-type: none"> <li>• measure straight line distances using the appropriate scale</li> <li>• explore features on OS maps using 6 figure grid references</li> <li>• draw accurate maps with more complex keys</li> <li>• plan the steps and strategies for an enquiry</li> </ul>	<ul style="list-style-type: none"> <li>• describe how people have been affected by changes in the environment</li> <li>• explain about natural resources e.g. water in the locality</li> <li>• explore weather patterns around parts of the world</li> </ul>	<p>him/her and beyond the UK</p> <ul style="list-style-type: none"> <li>• identify where countries are within Europe, including Russia</li> <li>• recognise that people have differing qualities of life living in different locations and environments</li> <li>• know how the locality is set within a wider geographical context</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>• know about the physical features of coasts and begin to understand erosion and deposition</li> <li>• understand how humans affect the environment over time</li> <li>• know about changes to the world environments over time</li> <li>• understand why people seek to manage and sustain their environment</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day</li> <li>• recognise the different shapes of countries</li> <li>• identify the physical characteristics and key topographical features of the countries within North America</li> <li>• know about the wider context of places e.g. county, region, country</li> <li>• know and describe where a variety of places are in relation to</li> </ul>

				<p>physical and human features</p> <ul style="list-style-type: none"> <li>• know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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 his/her knowledge of the United Kingdom and the wider world</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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 including energy, food, minerals and water</li> </ul>	<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, and major cities</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,</li> </ul>

		<ul style="list-style-type: none"><li>• understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.</li><li>• use maps, charts etc. to support decision making about the location of places e.g. new bypass</li></ul>		<p>mountains, 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>• 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)</li></ul>
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