Progression of Knowledge, Skills and Vocabulary in Geography

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry.	- Ask and answer questions about their environment and the world. - Investigate their surroundings.	- Teacher led enquiries, to ask and respond to simple closed questions. - Use information books/pictures as sources of information. - Investigate their surroundings. - Make observations about where things are e.g. within school or local area.	- Children encouraged to ask simple geographical questions; Where is it? What's it like? - Use NF books, stories, maps, pictures/photos and internet as sources of information. - Investigate their surroundings. - Make appropriate observations about why things happen. - Make simple comparisons between features of different places.	- Begin to ask/initiate geographical questions. - Investigate places and themes at more than one scale - Begin to collect and record evidence. - Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	- Ask and respond to questions and offer their own ideas. - Extend to satellite images, aerial photographs. - Investigate places and themes at more than one scale - Collect and record evidence with some aid - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.	- Begin to suggest questions for investigating. - Begin to use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places. - Collect and record evidence unaided. - Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.	- Suggest questions for investigating. - Use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places. - Collect and record evidence unaided. - Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.
Using maps and direction.	- Describe position using behind, in front, under etc. - Create own trails using a range of materials.	- Follow directions (Up, down, left/right, forwards/backwards) - Use a simple picture map to move around the school; - Recognise that a map is about a place.	- Follow directions and include N, S, E and W. - Follow a route on a map. - Use a plan view. - Use an infant atlas to locate places.	- Use 4 compass points to follow/give directions: - Use letter/no. co-ordinates to locate features on a map. - Locate places on larger scale maps e.g. map of Europe. - Follow a route on a map with some	- Use 4 compass points well: - Begin to use 8 compass points; - Use letter/no. co-ordinates to locate features on a map confidently. - Locate places on large scale maps, (e.g. Find UK or India on globe)	- Use 8 compass points; - Begin to use 4 figure coordinates to locate features on a map. - Compare maps with aerial photographs. - Select a map for a specific purpose. (E.g. Pick atlas to find	- Use 8 compass points confidently and accurately; - Use 4 figure co-ordinates confidently to locate features on a map. - Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.

				accuracy. (e.g. whilst orienteering)	- Follow a route on a large scale map.	Taiwan, OS map to find local village.) - Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world).	- Follow a short route on an OS map. Describe features shown on OS map. - Locate places on a world map. - Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns).
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing maps	- Give meanings to marks they make. - Use a range of materials and objects for small world play.	- Draw picture maps of imaginary places and from stories. - Use own symbols on imaginary map. - Draw around objects to make a plan.	- Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph.) - Begin to understand the need for a key. - Use class agreed symbols to make a simple key. - Look down on objects to make a plan view map	- Try to make a map of a short route experienced, with features in correct order; - Try to make a simple scale drawing. - Know why a key is needed. - Use standard symbols. - Begin to draw a sketch map from a high view point.	- Make a map of a short route experienced, with features in correct order; - Make a simple scale drawing. - Know why a key is needed. - Begin to recognise symbols on an OS map. - Draw a sketch map from a high view point.	- Begin to draw a variety of thematic maps based on their own data. - Draw a sketch map using symbols and a key; - Use/recognise OS map symbols. - Draw a plan view map with some accuracy.	- Draw a variety of thematic maps based on their own data. - Begin to draw plans of increasing complexity. - Use/recognise OS map symbols; - Use atlas symbols. - Draw a plan view map accurately.
Scale and distance	- Use a range of smal world toys. E.g. car mats.	- Use relative vocabulary (e.g. bigger/smaller, like/dislike)	- Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).	- Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	- Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	- Measure straight line distance on a plan. - Find/recognise places on maps of different scales. (E.g. river Nile.)	- Use a scale to measure distances. - Draw/use maps and plans at a range of scales.
Map knowledge	- Know significant names of places that are important to them.	- Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	- Locate and name on UK map major features e.g. London, River Thames, home location, seas.	- Begin to identify points on maps A,B and C.	- Begin to identify significant places and environments.	- Identify significant places and environments.	- Confidently identify significant places and environments.
Locational knowledge	Explore the natural world around them	Name and locate the world's seven continents and five oceans.		Locate the world's countries, using maps to focus on Europe (including the location of		Locate the world's countries, using maps to focus on North and South America,	

	making observations.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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	concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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)
Place Knowledge	Know some similarities and differences between the natural world around them and contrasting environments.	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	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country,	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.
Human and physical geography	Explain some similarities and differences between life in this country and life in other countries – drawing from stories, non fiction text and maps.	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. 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. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.