Geography Skills Progression

Ivy Chimneys Primary

	EYFS	KS1	Lower KS2	Upper KS2
Investigating Places	• Talk about places which are familiar to them, e.g. home, school • Investigate the local area- Epping • When appropriate find out more about other places around the world, e.g. China when learning about Chinese New Year Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations and explain why some things occur and talk about changes (The World ELG) They can describe some actions which people in their own community do that help to maintain the area they live in (The World ELG+)	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the local area, including the human and physical features of the environment. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom,	• Collect and analyse data and information to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).

		• Name and locate the world's continents and oceans.	geographical regions and their identifying human and physical characteristics, including hills, mountains, cities and rivers. • Name and locate the countries of Europe and identify their main physical and human characteristics.	• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
Investigating Patterns	• Talk about how their local environment in similar and different to a contrasting location (the seaside) • Describe what the weather is like and start to link this to seasonal patterns, e.g. in summer it's hot. • Investigate the types of shops in Epping high street.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain

	• To look closely at patterns (The World 40-60) Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations and explain why some things occur and talk about changes (The World ELG) They can describe some actions which people in their own community do that help to maintain the area they live in (The World ELG+)			some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
Communicate Geographically	Use basic geographical vocabulary, including: seaside, town, weather, shop, school and house. Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations and explain why some things occur and	• Use basic geographical vocabulary to refer to: • key **physical features,** including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key **human features,** including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the	• Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	• Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including

	talk about changes (The World ELG) They can describe some actions which people in their own community do that help to maintain the area they live in (The World ELG+)	location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).		energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).