



## Stratford Upon Avon Primary School

### FS, KS1 and KS2 Progression of Skills – Geography – Skills, Knowledge and Understanding

based on the National Curriculum for KS1, KS2 and EYFS objectives/ Early Learning Goal as set out in Development Matters

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>Know about similarities and differences in relation to places.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <ul style="list-style-type: none"> <li>• Visit local places</li> <li>• Take photos</li> <li>• Read simple maps</li> <li>• Use appropriate words; village, town, road, path etc.</li> </ul>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, location and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p>	<p>Name, location and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</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.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</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.</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.</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</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.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</p>



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				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.		some of these aspects have changed over time.  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).	Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Place knowledge	Know about similarities and differences in relation to places.  Talk about how environments might differ from one another.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European



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		of a small area in a contrasting non-European country.	of a small area in a contrasting non-European country.	country, and a region in North or South America.	North or South America.		country, and a region in North or South America.
Human and physical geography	Explain why some things occur and talk about changes (eg: the four seasons).	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: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house,</li> </ul>	Describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>		Describe and understand key aspects of: <ul style="list-style-type: none"> <li>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>	



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			office, port, harbour and shop				
Geographical skills and field work	<p>Observe the features of different habitats.</p> <p>Read simple maps of familiar places.</p> <p>Use positional language (links to Maths: Shape, space and measure).</p>	<p>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.</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</p>	<p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>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.</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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>



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		features and routes on a map.	map; and use and construct basic symbols in a key.  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.				
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