Lydiard Millicent CE Primary School
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Geography : Progression of Skills

Area of Focus	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
EYFS	Describe features of their local area/school Know where they live Know how they travel to school	Describe features of a variety of places Talk about how some environments are different from the one in which they live drawing on knowledge form non-fiction books which show contrasting environments. Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching TV/videos Talking about places they have been to Talk about places in stories Using language that relates to place	Describe features of their local area Explore natural, seasonal materials Name features of places in the UK, e.g. beach, farm, woodland Recognise elements of their environment that are manmade and natural	Draw maps from experiences, e.g. the walk up the lane Observe maps/Google Earth/Aerial photographs of the local area and identify some known features Look at maps of the UK and World Draw story maps Make maps from stories Follow simple maps in play
KS1	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four	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	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	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 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

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	countries and capital cities of the United Kingdom and its surrounding seas		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	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 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.
KS2	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 Name and locate counties and cities of the United Kingdom,	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 within North or South America	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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	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, 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.

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	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 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and			

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	Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			

Geography at Lydiard Millicent

	Autumn	Spring	Summer
EYFS	Look at me! Seasonal Changes	Seasonal Changes	Seasonal Changes
Year 1	Geographical Vocab and Maps		Weather and Seasonal Changes
Year 2	Where in the world?	Out of Africa	
Year 3	Extreme Earth (Volcanoes)	Settlements – Smashing Saxons	Local case study - Lydiard through the ages
Year 4	Our Planet Poles Apart		Rivers
Year 5	Trade How did Viking communities impact the world?	Mountains How are mountains created?	

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Year 6			Rainforests How does deforestation impact communities?

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	• 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 a local area.	• Children encouraged to ask simple geographical questions: Where is it? What's it like? • Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information. • Make appropriate observations about why things happen.	• Begin to ask/initiate geographical questions. • Use atlases as sources of information. • Investigate places and themes at more than one scale. • Begin to collect and record evidence. • Analyse evidence and begin to draw simple conclusions	• Ask and respond to questions and offer their own ideas. • Use satellite images and aerial photographs as sources. • Collect and record evidence with some aid. • Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps	• Begin to suggest questions for investigating. • Begin to use primary and secondary sources of evidence in their investigation. • Investigate places with more emphasis on the larger scale, contrasting with distant places. • Collect and record	• Suggest questions for investigating. • Use primary and secondary sources in their investigation. • Analyse evidence and draw conclusions e.g. from field work data on land us comparing land use/temperature.

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		• Make simple comparisons between features of different places.	eg. why the temperature in two locations is different.		evidence unaided. • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales/analysing the impact of temperature on peoples' lives in various locations.	
Direction/Location	• Follow directions (up, down, left/right, forwards/backwards).	• Follow directions (North, South, East, West).	• Use 4 compass points to follow/give directions. • Begin to use letter/number co-ordinates to locate features on a map.	• Begin to use 8 compass points. • Use letter/number co-ordinates confidently.	• Use 8 compass points. • Begin to use 4 figure co-ordinates to locate features on a map.	• Begin to use 6 figure grid references. • Use latitude and longitude on atlas maps.
Drawing maps	• Draw picture maps of imaginary places and from stories.	• Draw a map of a real or imaginary place.	• Make a map of a short route experienced, with features	• Make a simple scale drawing of a short route experienced, linking the scale to features that they have experienced.	• Begin to draw a variety of thematic maps based on their own data.	• Begin to draw maps and plans of increasing complexity.

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			in the correct order.			
Representation	• Use own symbols on an imaginary map.	• Use class agreed symbols to make a simple key.	• Understand why a key is needed. • Use standard symbols.	• Begin to recognise symbols on an OS map.	• Draw a sketch map using symbols and a key. • Use OS map symbols.	• Use atlas symbols.
Using maps	• Use a simple picture map to move around the school. • Recognise that a map is about a place.	• Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places.	• Locate places on larger scale maps e.g. map of Europe. • Follow a route on a map with some accuracy e.g. whilst orienteering.	• Locate places on large scale maps e.g. find UK or India on a globe. • Follow a route on a large scale map.	• Compare maps with aerial photographs. • Select a map for a specific purpose. • Begin to use atlases to find out about other features of places.	• Follow a short route on an OS map. • Describe features shown on an OS map. • Locate places on a world map.
Scale/Distance	• Use relative vocabulary (bigger/smaller).	• Begin to spatially match places e.g. recognise the 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.	• Match more complex boundaries e.g. find same boundary of a county on different scale maps.	• Measure straight line distances 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 of a range of scales.

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Perspective	• Draw around objects to make a plan.	• Look down on object to make a plan view map.	• Begin to sketch maps from a high view point.	• Draw a high view point sketch map accurately.	• Draw a plan view map.	• Draw a plan view map accurately.
Map knowledge	• Learn names of some places within/around the UK e.g. home town, cities, Wales, France	• Locate and name major features on a UK map e.g. London, River Thames.	• Begin to identify different points on a map.	• Begin to identify significant places and environments.	• Identify significant places and environments accurately.	• Quickly and confidently identify significant places and environments.
Style of map	• Picture maps and globes.	• Find land/sea on a globe. • Use teacher draw base maps, large scale OS maps, infant atlas.	• Use map sites on the internet. • Use junior atlases.	• Use large and medium scale OS maps. • Identify features on aerial/oblique photographs.	• Use index and contents pages within atlases. • Use medium scale land range OS maps.	• Use any OS map. • Recognise world map as a flattened globe.