



Castleside Primary School  
Geography Skills Progression

	Geographical Skills and Fieldwork	Locational Knowledge	Human and Physical Geography	Place Knowledge
EYFS	<ul style="list-style-type: none"> <li>Varieties of 'geographical' events: journeys locally, where children go to visit friends and relatives, shopping, the park, places children might visit in the UK and abroad.</li> </ul>	<ul style="list-style-type: none"> <li>The variety of local occupations and ways of life, varieties of homes, aspects of the school's catchment area and the mix in its local population, various leisure and social interests, types of transport used.</li> </ul>	<ul style="list-style-type: none"> <li>Different types of environment, e.g. land and water/sea, urban and rural, farmland and woods, seaside, hot and cold, dry and wet, in the UK and elsewhere in the world...</li> <li>Show care and concern for environments and living things.</li> </ul>	<ul style="list-style-type: none"> <li>Through small world play (e.g. buildings, farm, trains), the range of homes, local buildings and their uses, roads, rivers, gardens, play areas...</li> <li>The school's locality, its neighbourhood sites and patterns, e.g. housing and shop areas/sites, road layouts, major routes used.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Ask simple geographical questions e.g. what is it like to live here?</li> <li>Use simple observational skills to study the geography of the school and its grounds.</li> <li>Use simple maps of the local area.</li> <li>Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes.</li> <li>Make simple maps and plans.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how some places are linked to other places e.g. roads, trains.</li> </ul>	<ul style="list-style-type: none"> <li>Describe seasonal weather changes.</li> </ul>	<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 changes that are happening in the local environment e.g. at school.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Use simple compass directions and locational and</li> </ul>	<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</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the</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</li> </ul>



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	<p>directional language.</p> <ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use symbols in a key.</li> <li>• Use simple fieldwork and observational skills to study the geography of school and its grounds.</li> </ul>	<p>capital cities of the UK.</p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the seas surrounding the UK.</li> </ul>	<p>Equator and North and South Poles.</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river.</li> <li>• Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm.</li> </ul>	<p>UK and of a small area in a contrasting non-European country.</p>
Year 3	<ul style="list-style-type: none"> <li>• Ask and respond to geographical questions e.g. describe the landscape?</li> <li>• Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photographs and maps.</li> <li>• Recognise that different people hold different views about an issue and begin to understand the reasons why.</li> <li>• Communicate findings in a way appropriate to the task or audience.</li> <li>• Understand and use a widening range of geographical terms e.g. specific topic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify where countries are within the UK and key topographical details.</li> <li>• Name and locate cities of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify human and physical features of the locality.</li> <li>• Explain about weather conditions and patterns around the UK and parts of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise there are similarities and differences between places.</li> <li>• Develop an awareness of how places relate to each other.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Make more detailed fieldwork sketches.</li> <li>• Use fieldwork instruments e.g. camera, rain gauge.</li> <li>• Use and interpret maps, globes atlases and digital 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>			
Year 4	<ul style="list-style-type: none"> <li>• Understand and use a widening range of geographical terms e.g. contour, erosion.</li> <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 advanced keys.</li> <li>• Plan the steps and strategies for an enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the different shapes of countries.</li> <li>• Demonstrate knowledge of features of places around Castleside and beyond the UK.</li> <li>• Identify where countries are within Europe; including Russia.</li> <li>• Recognise that people have differing quality of life living in different locations and environments.</li> <li>• Know how the locality is set within a wider geographical context.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe human features of UK countries, regions and cities.</li> <li>• Understand the effect of landscape features on the development of a locality.</li> <li>• Describe how people have been affected by changes in the environment.</li> <li>• Explain about key natural resources in the locality e.g. water.</li> <li>• Explore weather patterns around the world.</li> </ul>	<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>
Year 5	<ul style="list-style-type: none"> <li>• Understand and use a widening range of geographical terms e.g. contour, erosion.</li> <li>• Consolidation of above.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the significance of the Prime / Greenwich Meridian and time zones including day and night.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand about weather patterns around the world and relate these to climate zones.</li> <li>• Know how rivers erode, transport</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Recognise the different shapes of countries.</li> <li>• Identify the key characteristics and topography within North America.</li> <li>• Know about the wider context of places e.g. county, region and country.</li> <li>• Know and describe where a variety of places are in relation to physical and human features.</li> <li>• Know location of: capital cities of UK, seas around UK, EU countries with high populations and large areas and the largest cities in each country.</li> </ul>	<p>and deposit materials.</p> <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 world environments over time.</li> <li>• Understand why people seek to manage and sustain their environment.</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital / computer mapping to locate countries and describe their features.</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including OS maps) to build knowledge of the UK 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</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>• Name and locate countries and cities of the UK, geographical regions and their identifying human and</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography e.g. climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and the water cycle.</li> <li>• Describe and understand key aspects of human geography e.g. settlement and land use, economic activity including trade links and</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of a region of the UK, a region in a European country and a region within North or South America.</li> </ul>



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	<p>methods, including sketch maps, plans, graphs and digital technologies.</p> <ul style="list-style-type: none"><li>• Use maps, charts etc. to support decision making about the location of places e.g. new bypass.</li></ul>	<p>physical characteristics, key topographical features and land use patterns and explain how these 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 and the Tropics.</li></ul>	<p>the distribution of resources.</p>	
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