



# Mytchett Primary Academy - Geography Knowledge & Skills Progression



Locational Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know the name of the place where they live (road name, village/town, county, country).</p>	<p>Identify the four main countries making up the United Kingdom.</p> <p>Name the capital cities of England, Wales, Scotland and Ireland.</p> <p>Point out where the equator, north pole and south pole are on a globe or atlas.</p>	<p>Name the seven continents of the world and find them in an atlas.</p> <p>Name the world's five oceans and find them in an atlas.</p> <p>Name other major cities of England, Wales, Scotland and Ireland.</p> <p>Find where they live on a map of the United Kingdom.</p>	<p>Name a number of countries in the northern hemisphere.</p> <p>Name and locate some well-known European countries.</p> <p>Name and locate the capital cities of neighbouring European countries.</p>	<p>Name up to six cities in the UK and locate them on a map.</p> <p>Name some of the counties of England and locate them on a map.</p> <p>Know the countries that make up the continent of Europe.</p> <p>Name a number of countries in the Southern hemisphere.</p> <p>Name the areas of origin of the main ethnic groups in the UK and in their school.</p> <p>Name and locate the main countries in North and South America on a world map and atlas.</p>	<p>Begin to recognise the climate of a given area according to its location on the map.</p> <p>Name and locate significant rivers (both in the UK and in other countries).</p>	<p>Identify and name lines of latitude and longitude: the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime Meridian.</p> <p>Explain how time zones work.</p> <p>Name and locate many of the world's most famous mountain ranges on maps.</p>
<p><b>Vocabulary:</b> road, place, live, county, village, town, local area.</p>	<p><b>Vocabulary:</b> capital city, country, map, globe, atlas, world, equator, north pole, south pole.</p>	<p><b>Vocabulary:</b> continents, ocean, location, sea, coast, neighbourhood, local, rural.</p>	<p><b>Vocabulary:</b> longitude, latitude, northern hemisphere, southern hemisphere, time zone, sphere, atlas, settlement</p>	<p><b>Vocabulary:</b> eastern hemisphere, western hemisphere, axis, ethnicity, nationality, heritage, boarder</p>	<p><b>Vocabulary:</b> altitude, map reference, river, meander, landform, Thames, Severn, Nile, Amazon, tropical, dry, temperate, polar.</p>	<p><b>Vocabulary:</b> arctic circle, Antarctic circle, prime meridian, time zones, GMT, Himalayas, Andes, Alps, Everest. Tropics of Capricorn, tropics of Cancer, prime meridian.</p>



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Place Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Be able to talk about their locality (what happens, where, how, why?)</p>	<p>Name, describe and compare local familiar places</p> <p>Identify links between home and other places in the local community (e.g. routes, location, use)</p> <p>Suggest ideas for improving the school environment</p> <p>Use simple geographical vocabulary to describe human and physical features of the local area</p>	<p>Make simple comparisons between human and physical features of a small area of the UK and a contrasting non-European country.</p> <p>Recognise how places are linked to each other (e.g. travel, language, weather)</p>	<p>Describe geographical similarities and differences between human and physical features a region of the United Kingdom and a region in a European country.</p> <p>Explain the wider context of a place – county/region, country, continent.</p> <p>Explain how a specific place has changed over time.</p> <p>Develop an awareness of how places are related to each other</p>	<p>Compare the geographical similarities and differences between human and physical features a region of the United Kingdom and a region in North or South America.</p> <p>Recognise that people have different lifestyles and challenges in different locations and environments.</p> <p>Understand why there are similarities and differences between places.</p>	<p>Describe and understand key aspects of human &amp; physical geography of a location.</p> <p>Identify human and geographical features of a location and understand how some of these aspects have changed overtime</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>	<p>Explain why places are like they are in terms of weather, historical development and local resources.</p> <p>Describe geographical diversity across the world.</p>
<p><b>Vocabulary:</b> Home, road, walk, school, shops, people, park, Mytchett.</p>	<p><b>Vocabulary:</b> local, environment, community, natural, building, Frimley Green, Frimley, Camberley.</p>	<p><b>Vocabulary:</b> Europe, travel, national, International, foreign.</p>	<p><b>Vocabulary:</b> Man-made, county, region, landscape, development, change,</p>	<p><b>Vocabulary:</b> Tropical rainforest, Ecosystems, biome, mountains, deserts, habitats, coast.</p>	<p><b>Vocabulary:</b> Interdependent, urban, rural, demographic, population, vegetation.</p>	<p><b>Vocabulary:</b> Diversity, culture, resources, colonialism, conflict, war, energy, sustainable.</p>



# Mytchett Primary Academy - Geography Knowledge & Skills Progression



Human Geography						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show an awareness of different occupations.</p> <p>Explore the geographical similarities relating to human geography of:</p> <ul style="list-style-type: none"> <li>- School/home</li> <li>- Indoor/outdoor environments</li> </ul>	<p>Begin to explain why they would wear different clothes at different times of the year.</p> <p>Share ideas about the people who live in hot and cold places.</p> <p>Explain what they might wear if they lived in a very hot or a very cold place.</p> <p>Name key features associated with a town or village (e.g. church, farm, shop, house).</p>	<p>Describe some human features of their own locality, such as the jobs people do.</p> <p>Explain how the jobs people do may be different in different parts of the world.</p> <p>Explain how some people might 'spoil' an area.</p> <p>Explain how some people might try to make an area better.</p> <p>Explain what facilities a town or village might need.</p>	<p>Confidently describe human features in a locality.</p> <p>Explain why a locality has certain human features.</p>	<p>Explain why people are attracted to live in cities.</p> <p>Explain why people may choose to live in a village rather than a city.</p> <p>Explain how a locality has changed over time with reference to human features.</p> <p>Find different views about an environmental issue.</p> <p>Suggest different ways that a locality could be changed and improved.</p>	<p>Explain how a settlement is built depending upon its' wider geographical location (e.g. trade links and distribution of natural resources)</p> <p>Report on ways in which humans have both improved and damaged the environment.</p> <p>Explain what a place might be like in the future, taking account of issues impacting on human features.</p>	<p>Give a description of the human features of places around the world.</p> <p>Describe how some places are similar and different in relation to their human features.</p> <p>Explain how human activity has caused an environment to change.</p>
<p><b>Vocabulary:</b> Job, work, house, home, school, inside, outside.</p>	<p><b>Vocabulary:</b> Weather, temperature, shops, farms, space. Hot, cold.</p>	<p><b>Vocabulary:</b> Harbour, port, offices, factory, develop, damage, facilities.</p>	<p><b>Vocabulary:</b> Gradient, urban, rural, building, resources, local, community, recreation, tourism, trade.</p>	<p><b>Vocabulary:</b> Urbanisation, development, push factors, pull factors, environment, poverty</p>	<p><b>Vocabulary:</b> Settlement, trade, fossil fuels, non-renewable, economy, refugee, migration.</p>	<p><b>Vocabulary:</b> Climate change, Adaptation, mitigate, renewable, land use, solar power, economy,</p>



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<b>Physical Geography</b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Show an awareness of seasonal changes.</p> <p>Show an awareness of the daily weather.</p> <p>Know that the weather is different in different parts of the world (focusing on hot and cold regions).</p> <p>Explore the geographical similarities relating to physical geography of:</p> <ul style="list-style-type: none"> <li>- School/home</li> <li>- Indoor/outdoor environments</li> </ul>	<p>Tell someone their address.</p> <p>Explain how the weather changes with each season.</p> <p>Explain the main features of hot and cold places in the world.</p> <p>Describe a familiar locality using words and pictures.</p> <p>Encounter and show an awareness of key physical features (e.g. river, hill, beach).</p>	<p>Describe some physical features of their own locality.</p> <p>Explain what makes a locality special.</p> <p>Describe a place outside Europe using geographical vocabulary.</p> <p>Describe the key features of a place (e.g. beach, coast, forest, hill, mountain, ocean, valley)</p>	<p>Confidently describe physical features in a locality.</p> <p>Begin to understand why a locality has certain physical features.</p>	<p>Describe the main features of a well-known city.</p> <p>Describe the main features of a village.</p> <p>Describe the main physical differences between cities and villages.</p> <p>Explain how a locality has changed over time with reference to physical features.</p> <p>Identify biomes and vegetation belts.</p> <p>Describe the water cycle.</p>	<p>Explain how a location fits into its wide geographical location with reference to physical features.</p> <p>Explain physical processes (including river formations and coastal features).</p> <p>Consider what a place (open to environmental and physical change) might be like in the future taking account of physical features.</p>	<p>Describe how mountains are formed.</p> <p>Describe how volcanoes and earthquakes are created.</p> <p>Give descriptions of the physical features of places around the world.</p> <p>Describe how some places are similar and different in relation to their physical features.</p>
<p><b>Vocabulary:</b> Sun, rain, cloudy, snow, hot, cold.</p>	<p><b>Vocabulary:</b> Seasons, post code, weather, river, hill, beach.</p>	<p><b>Vocabulary:</b> Natural, coast, beach, forest, hill, mountain, valley, crops, soil.</p>	<p><b>Vocabulary:</b> Landscape, location, mountainous, slope, gradient, agriculture, precipitation, climate, temperature population</p>	<p><b>Vocabulary:</b> Densely, sparsely, Biomes, vegetation, ecosystem, water cycle, evaporation, flooding, condensation, stores, transfers, biodiversity, deforestation, humidity, pollution.</p>	<p><b>Vocabulary:</b> Rivers – source, mouth, mountain, cliff, erosion, meanders, oxbow lake, tributary, meander, landform, canal, bed, channel, current, confluence, delta, downstream, load, runoff. Coasts- erosion, caves bay, headland, cliff, tide.</p>	<p><b>Vocabulary:</b> Plate margins, magma, plate boundaries, friction, earthquakes, epicentre, focus, conservative, destructive, constructive, tsunami, dormant, tremor, vegetation belt</p>



# Mytchett Primary Academy - Geography Knowledge & Skills Progression



Map Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create a basic map that has purpose.</p> <p>Identify maps as a tool used when travelling from one location to another (tell stories about journeys from one location to another).</p> <p>Know that a globe or world map represents countries of the whole worlds.</p>	<p>Draw picture maps of imaginary places and from stories.</p> <p>Use own symbols on imaginary map.</p> <p>Use a simple picture map to move around the school and recognise that it is about a place</p> <p>Use locational language (e.g. near and far, left and right) to describe the location of features and routes.</p> <p>Use relative vocabulary to make comparisons (e.g. bigger/smaller, like/dislike)</p> <p>Draw around objects to make a plan.</p> <p>Use picture maps and globes.</p>	<p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand the need for a key.</p> <p>Follow a route on a map.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places.</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Look down on objects to make a plan view map.</p>	<p>Try to make a map of a short route experienced, with features in correct order</p> <p>Try to make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Use standard symbols.</p> <p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Begin to draw a sketch map from a high view point.</p> <p>Begin to identify points on maps (A,B and C)</p> <p>Use large scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p>	<p>Use 4 compass points well and begin to use 8 compass points</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Make a map of a short route experienced, with features in correct order;</p> <p>Make a simple scale drawing.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map.</p> <p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p> <p>Draw a sketch map from a high view point.</p> <p>Begin to identify significant places and environments on maps</p>	<p>Use 8 compass points</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key; Use/recognise OS map symbols.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.)</p>	<p>Use 8 compass points confidently and accurately</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs</p> <p>Use latitude and longitude on atlas maps.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise OS map symbols.</p> <p>Use atlas symbols.</p> <p>Follow a short route on an OS map.</p> <p>Describe features shown on OS map.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain</p>



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				<p>Use large and medium scale OS maps.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p>	<p>Draw a plan view map with some accuracy.</p> <p>Identify significant places and environments on maps</p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p>	<p>regions, weather patterns)</p> <p>Use a scale to measure distances.</p> <p>Draw/use maps and plans at a range of scales.</p> <p>Draw a plan view map accurately.</p> <p>Confidently identify significant places and environments</p> <p>Use OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p>
<p><b>Vocabulary:</b> Map, globe.</p>	<p><b>Vocabulary:</b> Symbol, near, far, right, left, big, small.</p>	<p><b>Vocabulary:</b> Key, North, east, south, west, compass, navigate, aerial.</p>	<p><b>Vocabulary:</b> Scale, Atlas, sketch, orienteering.</p>	<p><b>Vocabulary:</b> Compass points, Co-ordinates, boundary.</p>	<p><b>Vocabulary:</b> 4 figure co-ordinates, Ordnance Survey, Index, contents.</p>	<p><b>Vocabulary:</b> North east, north west, south east, south west, grid references.</p>



# Mytchett Primary Academy - Geography Knowledge & Skills Progression



Geographical Enquiry & Fieldwork						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Make observations and drawings of features in their local environments (e.g. trees, hills, ditch, hospital, park, road).</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings.</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use non-fiction books, stories, maps, atlases, globes, pictures/photos and internet as sources of information.</p> <p>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.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions (e.g. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?)</p> <p>Use non-fiction books, stories, atlases, globes, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Use satellite images and aerial photographs.</p> <p>Collect and record evidence with some aid, using fieldwork instruments such as cameras and rain gauges.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p> <p>Make more detailed fieldwork sketches/diagrams.</p>	<p>Begin to suggest questions for investigating.</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions. (e.g. compare historical maps of varying scales)</p>	<p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale (contrasting and distant places)</p> <p>Collate and analyse evidence from different sources to draw conclusions (e.g. comparing land use/temperature). Look at patterns and explain reasons behind it.</p>
<p><b>Vocabulary:</b> Tree, hill, park, road, street.</p>	<p><b>Vocabulary:</b> Source, image, field, buildings.</p>	<p><b>Vocabulary:</b> Identify, describe, natural, man-made, photograph, information.</p>	<p><b>Vocabulary:</b> Evidence, conclusion, scale.</p>	<p><b>Vocabulary:</b> Evaluate, contrast, explain, investigate.</p>	<p><b>Vocabulary:</b> Analysis, primary source, secondary source.</p>	<p><b>Vocabulary:</b> Assess, suggest, enquiry, compare.</p>