

Geography Knowledge and Skills Progression

Where a skill is very similar, please be specific about what makes it different so that we are clear on progression and how the skill is achieved in each year group.

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Contextual world knowledge of locations, places and geographical features. UNCRC Article 28, 13, 10, 17	Have used maps and images to have basic locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space. UNCRC Article 28, 13, 17	Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Show understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They begin to compare places, and understand simple reasons for similarities and differences.

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. UNCRC Article 28, 13, 17	Be able to investigate places and environments with adult modelling by asking and answering basic questions, making simple observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases and globes, images and aerial photos. They can express their opinions and recognise that others may think differently.

The following skills should be accomplished in each area;

Map Knowledge

	World Locations	UK Locations
KS1	Identify the 7 continents and 5 oceans. Identify contrasting non-European place.	Identify the 4 countries, capitals, surrounding seas, own school and county (Hampshire).
Lower KS2	Identify the 7 continents and 5 oceans and their human and physical features. Identify comparison study places, bordering countries, capital cities and human and physical features.	Identify place relevant human and physical features, countries, counties, capital, seas.

Map Vocabulary

	Positional vocabulary	Direction vocabulary
KS1	Equator, South Pole, North Pole.	Up, down, left, right, near, far. North, East, South, West. Bigger/smaller, like/dislike, similar/different
Lower KS2	Equator, Southern Hemisphere, Northern Hemisphere, Tropic of Cancer, Tropic of Capricorn.	North, Northeast, East, Southeast, South, Southwest, West, Northwest.

Map Skills

	Grid references	Compass points	Map work
KS1	Letter and number co-ordinates	4 point compass directions to follow and give directions.	Draw a simple map from imagination, stories or knowledge. Create and use symbols in a key. Interpret simple symbols on a map. Describe features and routes on a map. Give and follow directions and routes on a simple map.
Lower KS2	4 figures	8 point compass directions to follow and give directions	Draw a map of a short route from knowledge and journeys. Use OS symbols in a key. Interpret symbols on a map. Describe features and routes on a map. Give and follow directions and routes on a detailed map.

Resources

	Maps	Visual resources
KS1	Globe, world map, UK map, infant atlas, large scale OS map.	Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map.
Lower KS2	Globe, world map, UK map, junior atlas, OS maps, computer mapping (GIS)	Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map.

Human and physical geography vocabulary

Use basic geographical vocabulary to refer to;

	Human	Physical
KS1	City, town, village, factory, farm, house, office, port, harbour and shop.	Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
KS2	Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including natural energy, food, minerals and water.

Enquiry

	Focus	Skills	Questions	Fieldwork
KS1	Child centred, interpreted by the child's imagination, subjective.	Identify, describe, explain, compare, evaluate.	Ask and answer questions in isolation and sequence. Think about how different people may have a different opinion.	Teacher led observation and enquiry, observations to recognise features, basic sketch to show features, photos to record features, group work with an adult, simple observations to use an evidence to reach a simple conclusion.
Lower KS2			Ask and answer questions of themselves, other people and environments. Explain why different people might have different opinions.	Teacher led question and child led conclusion, observations to spot patterns, measurements and recordings using a simple tally, standard units and technology such as cameras, measuring equipment and apps, findings presented as sketch maps, plans, graphs, or using digital technologies, conclusions explained and evidenced to compare places.

