

**Longford Primary School**  
**Progression of Skills in Geography**

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational knowledge</b>	I can talk about similarities and differences in relation to places, objects, materials and living things.	I can name and locate the four countries making up the British Isles, with their capital cities.	I can locate and name the continents on a World Map.	I can locate and name the continents on a World Map. Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. I can name and locate counties and cities of the United Kingdom.	I can explain my own views about locations, giving reasons.	I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
		I can name the surrounding seas of the UK	I can locate and label the five oceans.	I can name and locate some countries of Europe.	I can name and locate counties and cities of the United Kingdom.	I can name and locate most of the countries in the continent of Europe and their capital cities.	I can name and locate most of the countries in another continent outside of Europe and their capital cities.
		I can talk about the main features of each of the four countries that make up the UK.	I can name, locate and identify the characteristics of four countries and capital cities of the UK and its surrounding seas.	I can locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.	I can locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.	I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	I can 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).
				I can share my own views about locations	I can name and locate the countries of Europe. I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.		
<b>Place Knowledge</b>	I can talk about the features of my own immediate environment and how environments might vary from one another.	I can recognise similarities and differences of geographical features in my own immediate environment.	I can compare a local City/town in England with a contrasting city in a different country.	I can compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use.	I can compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.	I can understand some of the reasons for geographical similarities and differences between countries.	I can explain and discuss a range of reasons for geographical similarities and differences between countries.

		I can talk about people and places within my local environment	I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	I can identify the main physical and human characteristics of the countries of Europe.	I can identify the main physical and human characteristics of the countries of Europe.	I can explain how locations around the world are changing and explain some of the reasons for change.	I can explain how locations around the world are changing and explain some of the reasons for change.
		I can compare Salisbury with a contrasting place in the UK.		I can describe geographical similarities and differences between a region in the United Kingdom and one in a European country.	I can describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.	I am beginning to understand and explain geographical diversity across the world.	I can describe geographical diversity across the world.
		I can talk about people and places beyond my local environment.		I can describe how the locality of the school has changed over time.	I can describe geographical similarities and differences between countries.		
		I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.			I can describe how the locality of the school has changed over time.		
<b>Human and physical geography</b>	I can make observations of the environment and explain why some things occur and talk about changes?	I can compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality	I can ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?	I can ask and answer geographical questions about the physical and human characteristics of a location.	I can ask and answer geographical questions about the physical and human characteristics of a location.	I am beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations.	I can collect and analyse statistics and other information in order to draw clear conclusions about locations.
		I can talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.	I can talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.	I can describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country.	I can describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle.	I am beginning to identify and describe how the physical features affect the human activity within a location.	I can identify and describe how the physical features affect the human activity within a location.
		I can identify land use around the school.	I can compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences.	I can describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country	I can describe key aspects of human geography including settlements and land use.	I can identify and describe the main human and physical characteristics of South and Central America.	I can identify and describe the main human and physical characteristics of North and South America.
		I can use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.	I can use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.			I am beginning to understand and explain how countries and geographical regions are interconnected and interdependent?	I can explain how countries and geographical regions are interconnected and interdependent.

						I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.	I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.
						I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
						I can describe and understand key aspects of 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.	I can describe and understand key aspects of 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.
<b>Geographical skills and fieldwork</b>	I can use everyday language to talk about positions and distance to solve problems.	I can use maps, atlases, globes and digital/computer mapping to locate countries and cities.	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	I can use maps, atlases and digital/computer mapping to locate countries and describe features.	I can use a few geographical resources to give descriptions and opinions of the characteristic features of a location.	I can use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location.
	I can describe my relative position such as behind or next to.	I can use aerial images to recognise landmarks and basic physical features.	I can learn and use the four points of a compass to describe the location of features on a map.	I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.	I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.	I can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.	I can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.
		I can use simple fieldwork to observe, measure and record the human and physical features in the local area.	I can use locational and directional language such as: near, far, left, right to describe the location of features on a map.	I can use locational and directional language such as: near, far, left, right to describe the location of features on a map.	I can use a range of resources to identify the key physical and human features of a location.	I can record the results in different ways.	I can record the results in a range of ways.

		I can use a simple key to recognise physical or human features on a map.	I can use aerial images and plan perspectives to recognise landmarks and basic physical features.	I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.	I can use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.	I can talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)	I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)
		I can create a simple map of my local environment.	I can use simple grid references. I can use fieldwork to observe, measure and record the human and physical features in the local area.	I can use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.	I can create maps of locations identifying some features using a key.	I can use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.	I can 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 my knowledge of the United Kingdom and the wider world.
			I can devise a simple map and use and construct basic symbols in a key.	I can use a wider range of resources to identify the key physical and human features of a location.		I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.	I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.
				I can create maps of locations identifying some features using a key.			