ASHTREE PRIMARY SCHOOL & NURSERY

Geography progression of skills

	Location knowledge	Place knowledge	Human physical geography	Geographical skills and fieldwork
Nursery	Pupils begin to name the school that they attend, the town they live in and the road that they live on. Listens to stories about places other than where they live.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Pupils can name different parts of the whole school and have an understanding as to where they are. Pupils can talk about the things that they find in the school grounds and begin to recognise how these are different in a contrasting familiar place e.g. trees on the field, sand on the beach.	Shows an interest in the lives of people familiar to them. Shows an interest in different occupations and ways of life Show care and concern for their immediate environment e.g. tidying, recycling snack containers, cycling on the path not on the flower bed. Listens to stories about places other than where they live and begins to know that some places are hot and some cold.	Begin to talk about the layout of small world situations Begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. Uses positional language
Reception	To listen to stories from other places and locate them on a globe with support. To find familiar places on a map with support. They are able to name the town they live in and at least two other towns familiar to them.	Look closely at similarities and differences between places familiar to them. They talk about the features of their own environment and how environments might vary from one another. Understand the features found in at least two contrasting environments e.g. farm and town.	Children begin to recognise similarities and differences between themselves and others and among communities. To identify reusable and recyclable materials in Art, classroom organisation. To identify changes in the environment around them and begin to explain them, e.g. changes in the outdoor area layout.	Children recognise, create and describe patterns. To become familiar with finding their post code on google earth. Follow maps and plans of familiar environments. To choose particular colours for a purpose e.g. red for hot, blue for water. Gives meaning to the marks they make as they draw paint and write. To begin to write labels and captions.
Year 1	Pupils can name and locate three of the seven continents of the world Pupils can name and locate two of the five oceans of the world Pupils can identify that they live in England in the UK and name the capital city.	Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human and physical geography.	Pupils can identify seasonal patterns in the UK. Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles Pupils are beginning to use basic geographical vocabulary to refer to human features and physical features (specific examples found on the curriculum).	Pupils are beginning to use maps and atlases to identify studied regions more confidently and can use at least one accurately Pupils can use simple compass directions. Pupils are recognising landmarks. Pupils are beginning to devise a simple map
Year 2	Pupils can name and locate the seven continents of the world Pupils can name and locate the five oceans of the world Pupils can name and locate the four countries of the United Kingdom	Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography and physical geography.	Pupils can identify seasonal and daily weather patterns in the UK. Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles	Pupils can use maps, atlases and globes confidently to identify studied regions Pupils can use simple compass directions with increasing accuracy. Pupils can recognise landmarks with increased accuracy.

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	Pupils can name the four capital cities of the United Kingdom		Pupils can use a wide range of basic geographical vocabulary to refer to human features and physical features.	Pupils can devise a simple map with basic symbols in a key
Year 3	Pupils can locate countries in Europe, North and South America on a map (including the location of Russia). Pupils can, with increasing accuracy, locate cities and rivers of the United Kingdom Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian	Pupils have studied a small area in the U.K and in a European country and are able to understand similarities and differences in human geography and physical geography	Pupils can describe a few aspects of physical and human geography including: rivers and climate zones.	Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies
Year 4	Pupils can locate countries in Europe, North and South America on a map with increasing accuracy. Pupils can locate cities of the United Kingdom and are beginning to identify counties, rivers and coasts. Pupils can identify at least 4 for 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	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography and human geography.	Pupils can describe an increased range of aspects of physical geography and human geography including: mountains and volcanoes.	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies
Year 5	Pupils can locate countries of the world on a map Pupils can locate counties and cities, rivers, coasts and mountains of the United Kingdom Pupils can identify most for 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	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography and human geography.	Pupils can describe and understand an increasing variety of key aspects of physical geography and human geography including the water cycle.	Pupils can confidently use these: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork with increasing accuracy to observe, measure, record and present the human and physical features in the local area using some of these methods:

	Pupils can identify aspects of the physical and human geography that have changed over time			sketch maps, plans and graphs, and digital technologies
Year 6	Pupils can confidently locate countries of the world on a map Pupils can confidently locate counties and cities, rivers, coasts, mountains and hills of the United Kingdom Pupils 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 Pupils can confidently identify how aspects of the physical and human geography have changed over time	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography	Pupils can describe and understand a wide range of key aspects of physical geography Pupils can describe and understand a wide range of key aspects of human geography including: earthquakes, biomes and vegetation belts.	Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork confidently 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