Repton Primary School – Geographical Skills for Progression 2023-2024

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	• Use observations, stories, non-fictions texts and (when appropriate) maps to discuss about their local environments, and other environments. • Child led exploration of the world around them.	• Teacher led enquiries, to ask and respond to simple closed questions. • Use atlases and the internet to find out information about an area. • Use information books/pictures as sources of information. • Investigate their surroundings. • Make observations about where things are e.g. within school, local area, on a map.	• Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use books, stories, maps, pictures/photos, atlases and internet as sources of information. • Investigate their surroundings and surroundings of a contrasting environment. • Make appropriate observations about why things happen. • Make simple comparisons between features of different places.	• Begin to ask/initiate geographical questions and answer them using research. • Use books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale. • Begin to collect and record evidence. • Analyse evidence and begin to draw conclusions between two locations using photos/pictures, temperatures in different locations.	• Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs. • Investigate places and themes at more than one scale • Collect and record evidence with some aid. • Analyse evidence and draw conclusions e.g. make comparisons between locations/photos/pictures/maps	• Begin to suggest questions for investigating. • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places. • Collect and record evidence unaided. • Analyse evidence and draw conclusions e.g. compare historical maps, temperature of various locations – influence on people/everyday life.	• Suggest questions for investigating. • Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. • Collect and record evidence unaided. • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look and patterns and explain reasons behind it.
Map Skills	• Draw information from a simple map. • Use maps from stories to follow a path. • With support, follow a map of a school, area. • Understand a map of a school or a community and follow directions. • Create an imaginary map with pictures.	• Look at a map and identify features of a school, town etc. • Be able to work out symbols on a map to create a key. • Follow maps with limited support. • Create a map of a local area, or imaginary map, including an established key.	• Draw a map of a real or imaginary place. (e.g. add detail to a sketch from aerial photograph). • Look down on objects to make a plan-view map. • Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places. • Begin to understand the need for a key. • Use class agreed symbols to make a simple key.	• Being to draw a sketch map from a high view point. • Know why a key is needed. • Use standard symbols. • Locate place on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy (e.g. whilst orienteering).	• Try to make a map of a short route experienced, with features in correct order. • Make a simple scale drawing. • Draw a sketch map from a high view point. • Know why a key is needed. • Begin to recognise symbols on an OS map. • Locate places on large scale maps (e.g. Find UK or India on globe). • Follow a route on a large-scale map.	• Begin to draw a variety of thematic maps based on their own data. • Draw a sketch map using symbols and a key. Use OS symbols. Draw a plan view map with some accuracy. • Compare maps with aerial photographs. • Select a map for specific purpose. • Begin to use atlases to find out about features of places. (e.g. find hot or wet parts of an area).	• Begin to draw plans of increasing complexity. • Draw a plan view map accurately. • Use/recognise OS map symbols. • Use atlas symbols. • Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of places (e.g. mountain regions, weather patterns)

Directional Knowledge	• Follow directions such as turn left, turn right, up and down, forwards and backwards.	• Follow directions (Up, down, left/right, forwards/backwards) • Introduce NSEW.	• Continues directions from Year 1. • Use NSEW points well.	• Use compass points to follow/give directions. • Begin to use 8 compass points.	• Use 4 compass points well. • Use letter/no. coordinates to locate features on a map confidently.	• Use 8 compass points. • Begin to use 4 figure coordinates to locate features on a map.	• Use 8 compass points confidently and accurately. • Use 4 figure-co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs – use latitude and longitude on atlas maps.
Locational Knowledge	• Discuss that there are several countries on our planet, and that each country is different. • Recognise that their area is a village/town. • Be able to talk about what weather is like in their local area, and in other contrasting locations.	• Talk about the main features of each of the four countries that make up the United Kingdom. • Locate and name the continents on a World Map. • Use maps and a key to identify features of a country.	• Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Locate and label the five oceans. • Use maps, atlases to identify features of a country. • Use climate maps to identify climates of areas.	• Identify different climates and biomes using climate maps. Explain what a biome is. • Share own views about locations. • Locate and name the continents on a World Map. • 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.	• Identify and explain the differences between different biomes and climates in an area. • Explain own views about locations, giving reasons. • 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. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.	• Identify the benefits and differences to different biomes. • Explain own views about locations, whilst considering other people's views. • 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. • 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).	• Explain own views about locations, considering the socio-economic culture of the location. • 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. • Understand how some of these aspects have changed over time. • Explain the importance of different biomes in a country to both humans and animals.
Place Knowledge	• Explore own immediate environment and talk about features of that environment.	• Recognise similarities and differences of geographical features in my own immediate environment.	• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	• Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities,	• Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities,	• Understand some of the reasons for geographical similarities and differences between countries. • Explain how locations around the	• explain and discuss a range of reasons for geographical similarities and differences between countries • explain how locations around the

	• Discuss what other environments may look like. • Verbally communicate the differences between two contrasting environments.	• Talk about people and places beyond my local environment. • Identify the key features of a location in order to say whether it is a city, town, village, coastal or a rural area. • Discuss human differences between a local city/town in England with a contrasting city.	• Compare a local City/town in England with a contrasting city in a different country, discussing human and physical geographical differences.	rivers, key topographical features and land-use. • Identify the main physical and human characteristics of the countries of Europe. • Describe physical geographical similarities and differences between a region in the United Kingdom and one in a European country.	rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. • Describe geographical similarities and differences between a region in the UK and one in a European country, looking at human and physical differences.	world are changing and explain some of the reasons for change. • Beginning to understand and explain geographical diversity across the world.	world are changing and explain some of the reasons for change. • describe geographical diversity across the world.
Human and Physical Geography	• Asking questions about a specific geographical location. • Comparing two locations and stating simple differences about what is there. • Identifying different human features of their town/village through a local walk. • Use pictures, stories and books to make statements about an area outside of the UK such as "It looks cold there", "It looks very hot". • Understand some important processes and changes in the natural world around them, including the seasons, weather change by exploring the world around them. • Make simple facts about certain seasons.	• 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? • Compare the human features of a British locality with a non-European locality • 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. • Talk about weather in the UK, what happens in different seasons and how weather changes daily • Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.	• 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? • Compare the human and physical features of a British locality with a non-European locality, including how the land is used. • 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	• Ask and answer geographical questions about the physical and human characteristics of a location. • 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. • 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.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle. • Describe key aspects of human geography including settlements and land use.	• Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations. • Begin to identify and describe how the physical features affect the human activity within a location. • Begin to understand and explain how countries and geographical regions are interconnected and interdependent. • 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. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location • Explain how countries and geographical regions are interconnected and interdependent. • 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. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Describe and understand key aspects of human

						• 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	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