

	St Michael Catholic School and Nursery Geography skills breakdown and progression			
Year group	Geographical skills and fieldwork.	Locational knowledge	Human and physical geography	Place knowledge
FS	3 and 4-year-olds will be learning to: • use all their senses in hands-on exploration of natural materials • explore collections of materials with similar or different properties • talk about what they see, using a wide vocabulary Children in reception will be learning to: • draw information from a simple map • understand that some places are special to members of their community • recognise that people have different beliefs and celebrate special times in different ways • recognise some similarities and differences between life in this country and life in other countries Children in reception will be learning to: • explore the natural world around them • describe what they see, hear, and feel whilst outside • recognise some environments that are different from the one in which they live • understand the effect of changing seasons on the natural world around them			
1	Ask simple geographical questions e.g. What is it like to live in this place?	Understand how some places are linked to other places e.g. roads, trains	Use basic geographical vocabulary to refer to key human features, including: city, town,	Name, describe and compare familiar places

	Use simple observational skills to study the geography of the school and its grounds Use simple maps of the local area e.g. large scale, pictorial etc. Make simple maps and plans e.g. pictorial place in a story 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 Use fieldwork instruments e.g. camera, rain gauge Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name, locate and identify characteristics of the seas surrounding the United Kingdom	village, factory, farm, house, office, port, harbour and shop Use basic geographical vocabulary to refer to key physical features, including: cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office Describe seasonal weather changes Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Link their homes with other places in their local community Know about some present changes that are happening in the local environment e.g. at school Suggest ideas for improving the school environment
2	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left	Name and locate the world's seven continents and five oceans Recognise the different shapes of continents	Describe seasonal weather changes Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

	and right, to describe the location of features and routes on a map Use fieldwork instruments e.g. camera, rain gauge Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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		vegetation, season and weather Explain about weather conditions/patterns around the UK and parts of Europe Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Know about the wider context of places - region, country
3	Ask and respond to geographical questions, e.g. Describe the landscape. 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? Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. Communicate findings in ways appropriate to the task or for the audience	Identify where the counties are within the UK and the key topographical features Recognise the different shapes of continents Recognise the different shapes of countries	Identify physical and human features of the locality Explain the weather conditions/patterns around the UK and parts of Europe	Recognise there are similarities and differences between places Recognise there are similarities and differences between places Understand why there are similarities and differences between places

	Recognise that different people hold different views about an issue and begin to understand some of the reasons why Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. Make more detailed fieldwork sketches/diagrams Use fieldwork instruments e.g. camera, rain gauge Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features Use four figure grid references Use the 8 points of a compass Make plans and maps using symbols and keys			
4	Use fieldwork instruments e.g. camera, rain gauge Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley,	Recognise the different shapes of continents Demonstrate knowledge of features about places around him/her and beyond the uk	Describe human features of UK regions, cities and/or countries Understand the effect of landscape features on the development of a locality	Understand why there are similarities and differences between places Know about the wider context of places - region, country

	erosion, deposition, transportation, headland, volcanoes, earthquakes etc.	Identify where countries are within Europe; including Russia	Describe how people have been affected by change in the environment	Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.
	Measure straight line distances using appropriate scales	Recognise the different shapes of countries	Explain about key natural resources e.g. water in the locality	
	Explore features on OS maps using 6 figure grid references	Recognise that people have differing quality of life living in different locations and environments	Explore weather patterns around parts	
	Draw accurate maps with more complex keys	Know how the locality is set within a wider geographical context	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	
	Plan the steps and strategies for an enquiry	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	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	
	Understand and use a widening range of geographical terms e.g. specific topic vocabulary- climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle			
	Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied			

5	Understand and use a widening range of geographical terms e.g. specific topic vocabulary- climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork 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. Use the 8 points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.	Identify and describe the significance of Prime/Greenwich Meridian and time zones including day and night. Recognise the different shapes of countries. Know the location of: the capital cities of countries of British Isles and UK, seas around UK, European Union countries with high population and large areas and the largest cities in each continent.	Understand about weather patterns around the world and relate these to climate zones. Understand how humans affect the environment over time Know about changes to world environments over time Understand why people seek to manage and sustain their environment Know about the physical features of coasts and begin to understand erosion and deposition	Understand and explain why there are similarities and differences between places
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6	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Understand and use a widening range of geographical terms, e.g. specific topic vocabulary- urban, rural, land use, sustainability, tributary, trade links etc Use fieldwork 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. Use the 8 points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world . Use maps, charts etc. to support decision making about the location of places, e.g., new bypass	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) 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/Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night)	Know how rivers erode, transport and deposit materials 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	Understand geographical similarities and differences through the study of a human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America
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