



Geography: Knowledge Progression

	EYFS	Year 1	Year 2	Year3	Year 4	Year 5	Year 6	
SKILLS	<i>Begin to follow and make simple plans/maps</i>	<i>Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.</i>		<i>Develop questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Fieldwork in local & wider localities & more distant locality – residential.</i>				
Enquiry, mapping, fieldwork, critical thinking, vocabulary	E.g. Link to stories eg Bear hunt/ Gingerbread man – follow simple plan to find objects What is it like in this place? What can you do in this place? How does it make you feel? Using senses describe place.	E.g. Where are the sunny and shady places in our school grounds? What’s ‘our place’ like? Beginning to 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	E.g. How is where we live different to ...? And why? What do maps tell us? How do I use an atlas? 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Begin to use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Beginning to use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	
		Beginning to use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	Beginning to use a range of methods including sketch maps, plans and graphs, and digital technologies.	Use a range of methods including sketch maps, plans and graphs, and digital technologies.	Use a range of methods including sketch maps, plans and graphs, and digital technologies.	Use a range of methods including sketch maps, plans and graphs, and digital technologies.	
		Beginning to 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 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.	Beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area.	Use fieldwork to observe, measure, record and present the human and physical features in the local area.	Use fieldwork to observe, measure, record and present the human and physical features in the local area and compare to another locality	Fieldwork and Investigation Use fieldwork to observe, measure, record and present the human and physical features in the local area and compare to another locality	Fieldwork and Investigation Use fieldwork to observe, measure, record and present the human and physical features in the local area and compare to another locality
		Beginning to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical	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.					

		<p>features of its surrounding environment.</p> <p>Beginning to use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>	<p>Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>				
Ongoing elements		<p>For example: see some suggested lessons in Map Skills from the RGS-IBG and Digimap for Schools Revisiting knowledge and practising skills through games, books, fieldwork and internet.</p>					