Marshlands Primary School Geography Progression of Skills – 2020 onwards

	EYFS	KS1	Lower KS2	Upper KS2
Location and Place	• show an interest in atlases, globes, maps and electronic maps, eg Google Earth • observe and identify features in the local community and the natural world • begin to compare features of different environments e.g. park compared to house.	• use maps and globes to locate the UK • identify the 4 countries and label the capital cities • use maps and a globe to identify the continents and oceans • use simple compass directions • study two differing localities, one in the UK and one in a contrasting non-European country	• use maps to locate countries of Europe • study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas, rivers • match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) • use the language of 'north', 'south', 'east', 'west' to relate countries to each other • using maps, locate the Equator, the Tropics of Cancer and Capricorn • identify similarities and differences between a UK region and a contrasting European destination • look at the physical features of the area • identify the different hemispheres on a map and locate and label different countries and continents • use the compass points N, E, S, W to direct and locate • use and explain the term 'climate zone' and identify the different biomes around the world	• use atlases and maps to describe and locate places using 6 figure grid references • identify how mountain ranges and rivers change over time • use maps to identify longitude and latitude • locate large urban areas on a map • use geographical symbols, such as contours • use maps to locate features of the UK and to label counties, cities, mountain ranges and rivers • explain and defend which are physical and which are human features • label countries, cities, mountains and rivers • study photographs and maps of 3 different locations in the UK • identify and discuss the importance and value of tourism
Human & Physical	• use basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach • know about similarities and differences between themselves and others, and among families, communities and traditions • use simple vocabulary to talk about the weather and notice the difference between hot and cold seasons • use world figures to play on large map mats and see the difference between land and sea	• use basic geographical vocab to refer to key physical and human features • understand the differences and similarities between the features of two locations • identify the coldest places on Earth • locate the equator and hottest countries on Earth • observe and record the weather over a period of time	• locate places in the world where volcanoes occur, understanding the cause of volcanoes and the process that occurs before one erupts. • identify and explain settlement, land use and trade over periods of time (including the local area) • discuss and debate fair trade, generating solutions and promoting ethically sound trade	• use the language of rivers • explain and present the process of rivers • compare how river use has changed over time, researching the impact on trade • identify trade links around the world • discuss land use and draw conclusions about the reasons for this based on human inhabitation and changing needs • reflect on the impact that trade has on an area • discuss the United Kingdom's trade relations with other countries
Fieldwork	• observe and identify features in the place they live • begin to show interest in drawing maps, eg treasure maps, maps of the local area, etc • find out about the local area and talk about features they like and dislike • talk about the features of their own immediate environment and how environments might vary from one another	• observe and record information about the local area • study maps and aerial photographs of the local area • draw own maps of the local area • use simple compass directions and directional language • observe and record features of the school	• use locational language to describe the location of points on the map of the school/local area. • make aerial maps of the school • undertake weather surveys • undertake surveys in the local area • choose and use effective presentation methods to make data clear	• make field notes/observational notes about land features • locating and explain the features of rivers • design and undertake surveys in the local area • form and develop opinions from surveys and identify next steps