

Geography Skills Progression

	EYFS	Year 1	Year 2
Geographical enquiry / place knowledge	To use observations to talk about and describe their immediate environment. To draw on their own experiences when making observations and comparisons.	To make observations and discuss the features of the school environment and the grounds that surround it. To use books, the internet and atlases to answer questions. To ask relevant questions about their locality and its weather. To keep a weather chart focusing on their locality. To use the weather chart to answer questions and make predictions.	To use different sources to find out about a locality. To ask relevant questions to find out information about a locality. To understand geographical similarities and differences of the local area and another locality. To use geographical vocabulary when discussing a locality. To use a weather chart and make plausible predictions about what the weather may be like in different parts of the world.
Geographical knowledge / location knowledge	To begin to use maps when making comparisons between countries.	To name and locate the four countries making up the United Kingdom. To name and locate the capital cities of the UK. To identify where the equator, north pole and south pole are on a globe or atlas.	To name and locate the world's seven continents. To name and locate the world's five oceans. To name the major cities of England, Wales, Scotland and Ireland. To find where they live on a map of the UK. To point out the North, South, East and West on maps and a compass.
Human and Physical geography	To explain some similarities and differences between life in this country and life in other countries. To discuss how environments might vary from one to another. To explore the natural world around them and make observations. To know some similarities and differences between the natural world around them and contrasting environments.	To explain the main features of a hot and cold place. To describe a locality using pictures and words. To identify and explain seasonal changes and the weather patterns that accompany these changes. To begin to explain why we wear different clothes at different times of the year as well as in a very hot place or a very cold place. To begin to use basic geographical vocabulary to name key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. To begin to use basic geographical vocabulary to name key human features: city, town, village, factory, farm, house, office, port, harbour and shop.	To describe some physical features of their own locality. To identify some places which are not near school. To use a map and photographs to describe a contrasting locality outside Europe. To use geographical vocabulary when naming and describing key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. To describe some human features of their own locality, including the jobs people do. To use geographical vocabulary when naming and describing key human features: city, town, village, factory, farm, house, office, port, harbour and shop. To begin to consider how people might affect a locality / area.
Fieldwork and other skills	To understand some important changes in the natural world around them, particularly the seasons.	To use world maps, atlases and globes to identify the UK and its countries. To use simple fieldwork and observational skills to study the geography of their school and its grounds. To use four compass directions. To create a simple map.	To use world maps, atlases and globes to identify the world's continents and oceans. To use simple compass directions. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To create a simple map and use basic symbols in a key.