



Ashton Gate
Primary
School

Knowledge and skills progression in Geography

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Geographical Enquiry	Begin to make sense of and observe the world around them. Begin to recognise differences between places and lifestyles. Use stories as sources of information.	Begin to compare similarities and differences between places. Begin to use maps as sources of information about places. Begin to ask questions about the world.	Make comparisons between different countries and places. Begin to use different sources of information to learn e.g. maps, aerial photographs, globes, atlases.	Begin to ask geographical questions. Use a range of sources to gain information. Begin to draw conclusions from given information.	Ask and respond to questions. Use satellite images, aerial photographs, google maps and atlases to get information. Analyse evidence and draw conclusions.	Generate questions to investigate. Use different sources of information to investigate. Collect, record, present and analyse evidence. Discuss scenarios from different viewpoints.	Use geographical thinking to ask and answer questions from different viewpoints. Use primary and secondary sources to investigate. Share, discuss and debate evidence with others.
Locational Knowledge	Discuss what it would be like to live in other countries and how it may differ from the UK. Listen to stories about different places.	Recognise a map of the UK. Learn about the 7 continents and 5 oceans that make up the world. Continue to listen to stories about different places and cultures. Compare Bristol to an area in Europe and a non-European country (Kenya).	Begin to locate and identify the four countries that make up the UK. Identify the capital cities in the UK. Understand that there are different hemispheres. Understand that countries have capitals. Identify the and areas around the UK.	Begin to identify more locations on maps, focusing on the UK and Europe. Name and locate countries and cities within the UK. Identify the position of the equator and Northern and Southern hemispheres.	Begin to identify different countries on a map. Understand the difference between longitude and latitude. Begin to understand the significance of the Tropics of Cancer and Capricorn.	Identify countries within Europe, North and South America using atlases and digital maps. Identify world volcanoes, understanding their locational link to tectonic plates. Identify location of equator and other geographical regions on a map.	Confidently identify continents, oceans and a range of countries. Identify the Greenwich Meridian and Arctic and Antarctic Circles on a map. Identify key rivers on a map (River Severn, Amazon River).

							Use Google Earth to follow journeys between places.
Place Knowledge	Visit local community areas. Get to know the local area through fieldtrips. Explore how places in other countries can be different in a number of ways through stories.	Build up a more complex understanding of the local area. Understand how lifestyles may be different in different places through comparing the UK with other countries.	Understand where Bristol is in relation to the rest of the UK. Be able to recognise the local area from different sources. Compare different places (city and seaside).	Identify characteristics of different places, focusing on the UK and Europe. Understand how areas can change over time. Compare lifestyles in different places.	Look for similarities and differences between places. Understand the effects of places changing over time. Understand how the local area has changed over time. Discuss how future changes may impact people and places.	Compare places in the UK with places in North and South America. Form ideas and opinions about different places. Use different viewpoints to compare places. Understand how climate change could have global and local effects on different places.	Understand different perspectives when comparing places. Understand the importance of key places (Antarctica, the Amazon) to our Earth and climate. Understand wider effects of change globally and locally and connections between places.
Human and Physical Geography	Explore natural and man-made environments. Learn about different cultures and beliefs. Observe the weather and understand that it changes.	Observe and recognise different types of weather. Understand that the UK has different seasons. Use basic vocabulary to describe observed features e.g. house, shop, church. Compare human and physical geography through stories.	Use more complex geographical vocabulary to describe human and physical features (e.g. mountain, ocean, city, forest). Understand different areas of the world are hotter and colder due to location (equator, north pole, south pole).	Identify and compare some key human and physical features of the UK, using pictures and maps. Understand key aspects of biomes. Learn about other cultures and lifestyles (including Ancient Greece). Use more complex geographical vocabulary (e.g.	Identify some key topographical features (hills, mountains and coasts). Understand how changes over time can affect people and places (e.g. coastal erosion). Learn about different types of settlement (town, city, village).	Learn about other cultures and be able discuss and compare similarities and differences. Understand the effects of natural disasters and climate change on people and places. Identify some of the features of volcanoes.	Understand that there are different time zones and vegetation belts. Identify and compare some of the key features of rivers. Understand threats and challenges people may face (flooding, climate change, destruction of homelands).

			Compare human and physical features of two places.	biome, hemisphere).	Understand trade and some of the ways that we get our food.	Understand that tectonic plates join in different locations and how volcanoes and earthquakes occur.	Understand the importance of different natural resources.
Geographical Skills and Fieldwork	Have opportunity to draw real and imaginary maps. Draw and create landscapes. Observe differences between natural and man-made environments on trip to local park. Begin to develop spatial understanding and vocabulary e.g. near and far. Begin to develop foundations for geographical vocabulary.	Recognise map of the UK and begin to identify places. Use 4 compass points and simple directional language (left, right). Identify features on simple maps. Use maps to learn about continents and oceans. Draw simple maps of school grounds. Observe local area to spot features. Record weather to understand seasons.	Use maps to identify different parts of the UK. Begin to use and devise maps with simple symbols and a key. Begin to use aerial photographs to recognise basic human and physical features of a place. Observe features of local areas (street, seaside). Use atlases to locate continents.	Begin to sketch and label places and features. Use maps to locate places more confidently. Begin to use 4-figure grid references. Observe and record information about local area. Begin to use 4 compass points to give directions. Locate the northern and southern hemispheres on a map.	Begin to collect and record evidence more independently. Use contour maps to identify topographical features. Use 8-points of a compass. Use and draw maps with more complex keys. Investigate changes to features of local area over time. Use 4-figure grid references.	Use latitude and longitude to locate places. Use digital maps and atlases to identify places. Research how Bristol has changed over time using primary and secondary sources. Think about the future and come up with design ideas for the changing climate. Become more confident using grid references and drawing maps.	Use 6-figure grid references to locate features. Use and recognise some key OS map symbols. Use globes and maps to locate geographical regions (e.g. North and South Pole). Sketch observed human and physical features. Use data to draw graphs and generate conclusions. Become familiar with a wider range of sources.
Presenting information	Drawings of real and imaginary landscapes and simple maps. Discussions with teachers and peers.	Drawings of simple maps. Be able to discuss learning verbally.	Draw simple maps and begin to use a key. Label pictures and maps.	Drawings of different places and maps with keys. Annotating pictures using geographical vocabulary.	Building models and projects. Drawing maps with a key. Using research to create a project.	Building models to share understanding (homework project).	Whole-class debate. Writing at length (formal letter). Pyramid of hierarchy.

	<p>Photos of children interacting with their local environment.</p>	<p>Labelling features of maps with support. Draw features and sort objects linked to places.</p>	<p>Begin to write about different places as well as verbally discussing.</p>	<p>Short pieces of writing to describe. Homework projects.</p>	<p>Writing to explain and describe. Presenting information orally. Drawings with annotations.</p>	<p>Writing at length (newspaper report). Group presentation of project work. Draw and sketch designs and ideas.</p>	<p>Independently creating detailed sketches and annotated drawings. Choice of how to present information to show understanding (journal page, poem, presentation).</p>
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