

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigating places	Using maps including types.	<ul style="list-style-type: none"> Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Represent land and sea through small world play. 	<ul style="list-style-type: none"> Use picture maps and globes. Use a simple picture map to move around the school. Recognise that it is about a place. 	<ul style="list-style-type: none"> Find land/ sea on a globe. Use teacher-based drawn maps, OS maps and infant atlases. Follow a route on a map. Use an infant atlas to locate places. 	<ul style="list-style-type: none"> Use large scaled OS maps, Digimaps (online) and atlases. Follow a map with some accuracy. Begin to identify features on aerial photographs. 	<ul style="list-style-type: none"> Use large and medium scaled OS maps, Digimaps (online) and atlases. Follow a route on a large-scale map. Identify features on aerial photographs. 	<ul style="list-style-type: none"> Use index and contents pages within atlases, medium scale OS maps and Digimaps (online). Compare maps with aerial photographs. Select a map for a specific purpose (Atlas for Marina Trench, OS map for Clarborough). Begin to use atlas to find other features of places; e.g. wettest spot in the world. 	<ul style="list-style-type: none"> Use OS maps and confidently use atlases. Recognise a world map as a flattened globe. Follow a short OS route and describe the features shown. Locate places on a world map. Use atlases to find out about other features of places; e.g. mountain ranges, weather patterns.
	Location and Place knowledge	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and in the natural world. Talk about the changes they see; including plants and animals. 	<ul style="list-style-type: none"> Learn names of the UK's 4 countries and capital cities; England-London, Northern Ireland-Belfast, Scotland-Edinburgh, Wales-Cardiff. Name and locate the world's five Oceans. 	<ul style="list-style-type: none"> Locate and name on a UK map major characteristic; London, River Thames, Retford, Seas. Name and locate the world's seven continents. 	<ul style="list-style-type: none"> Begin to identify points on a map A, B, C. Name and locate Europe, the Americas (North and South) and the Equator on a map. Recognise similarities and differences in the UK and South America. Locate the Equator and the different regions. Noting locations. 	<ul style="list-style-type: none"> Begin to identify significant places and environments. Begin to name and locate countries and major cities of Europe. Recognise similarities and differences in Europe. Begin to locate the tropics. 	<ul style="list-style-type: none"> Identify significant places and environments. Name and locate the world's countries, Seas and Oceans on a larger scale map. Locate the tropics and make links to locations. 	<ul style="list-style-type: none"> Confidently identify significant places and environments. Identify; Equator, Northern and Southern Hemisphere, Tropics and Circles on a map and make links to locations.

Geography Progression of Skills

Investigating patterns	Human and Physical knowledge	<ul style="list-style-type: none"> Identify seasonal patterns – focusing on plants and animals. Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns. Location of hot and cold countries in the world. Compare 1 hot and 1 cold country. 	<ul style="list-style-type: none"> Location of hot and cold countries in the world, the Equator and North and South Poles. Study of these regions in their basic form (linked to climate change); Rainforest – deforestation, Polar Regions - melting sea ice, Oceans and seas – plastic pollution, Changing weather – flooding and storms. Compare Retford to a non-European country. 	<ul style="list-style-type: none"> Describe and understand key physical aspects of climate, rivers, earthquakes and volcanoes. Describe and understand key human aspects of settlements. Study of South America e.g. the Amazon; rainforest, river, settlement. Comparison of a place in the UK to a place in Europe. 	<ul style="list-style-type: none"> Describe and understand key physical aspects of climate zones and mountains. Describe and understand key human aspects of settlements, land use and trade links. Study and locate the world's Oceans including Pacific Vortex. 	<ul style="list-style-type: none"> Recognise and describe key physical aspects of Rivers, Mountains and the water cycle. Recognise and describe the key human aspects of the distribution of natural resources including energy and pollution. Study and locate the world's Seas and Oceans including location and Marina Trench. 	<ul style="list-style-type: none"> Describe and understand key physical aspects of climate zones, biomes, vegetation belts. Describe and understand key human aspects of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
		<ul style="list-style-type: none"> Encourage children to express opinions on natural and built environments. Teacher offering different points of view on the quality of the environment; 'What if...' 'How can we...' Offer ideas on their likes and dislikes. Begin to compare places; e.g. park to a house. 	<ul style="list-style-type: none"> Teacher led enquiries; ask and respond to simple closed questions. Use information books/pictures as a source of information. Investigate their surroundings. Make observations about where things are e.g. in school or local area. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use Non-fiction books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings. Make observations about why things happen. Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> Begin to ask/ initiate geographical questions. Use Non-fiction books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes. Analyse evidence and draw conclusions e.g. making comparisons between two temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend sources of information to satellite images and aerial photos. Investigate places and themes. Collect and record evidence with some support. Analyse evidence and draw conclusions e.g. make comparisons between locations using maps/ photos. 	<ul style="list-style-type: none"> Begin to suggest questions for investigation. Begin to use Primary and Secondary sources of evidence. Investigate places on a larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions; temperature of various locations and the influences on people/everyday life. 	<ul style="list-style-type: none"> Suggest questions for investigating Use Primary and Secondary sources for evidence. Investigate places on a larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions; temperature of various locations, look at patterns and explain the reasons behind it.

Geography Progression of Skills

Communicating geographically	Direction, Scale and distance	<ul style="list-style-type: none"> Explore their local environment. Follow one step positional direction; stand up, sit down, under the table, on the chair. Use language; big, small. 	<ul style="list-style-type: none"> Follow directions; Up, down, left, right, forwards, backwards. Use relative vocabulary; bigger, smaller, like, dislike. 	<ul style="list-style-type: none"> Follow directions; Up, down, left, right, forwards, backwards, North, East, South, West. Begin to spatially match places; recognise the UK on a small and large map. 	<ul style="list-style-type: none"> Use 4 compass points to follow and give direction. Use letter and number coordinates to locate features on a map. Begin to match boundaries. 	<ul style="list-style-type: none"> Use 4 compass points well. Begin to use 8 compass points. Use letter and number coordinates to locate features on a map. Begin to match boundaries. 	<ul style="list-style-type: none"> Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map. Measure straight line distance on a plan. Find and recognise places on maps of different scales. 	<ul style="list-style-type: none"> Use 8 compass points accurately. Use 4 figure coordinates to locate features on a map. Begin to use 6 figure grid references: use latitude, longitude and equator on atlas maps. Use a scale to measure distances. Draw/use maps and plans at a range of scales.
	Drawing maps including symbols.	<ul style="list-style-type: none"> Begin to make marks to represent homes and trees. Begin to make marks to represent journeys; cars on a map. 	<ul style="list-style-type: none"> Draw picture maps from imagination and stories. Draw around an object to make a plan. Use own symbols. 	<ul style="list-style-type: none"> Draw a map. Look down on objects to make a plan view map. Add detail to a sketch map from an aerial photo. Begin to understand the need for a key. Use class agreed symbols to make a simple key. 	<ul style="list-style-type: none"> Try to make a map of a short route with ordered features. Begin to draw a sketch map from a high viewpoint. Try to make a simple scaled drawing. Know why a key is needed. Use standard symbols. 	<ul style="list-style-type: none"> Try to make a map of a short route with ordered features. Draw a sketch map from a high viewpoint. Make simple scaled drawings. Know why a key is needed. Begin to recognise symbols on an OS map. 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. Draw a plan view map with accuracy. Draw a sketch map using symbols and a key. Use/recognised OS map symbols. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Draw a plan view map accurately. Begin to draw plans of increasing complexity. Use and recognised OS map symbols. Use Atlas symbols.

Geography Progression of Skills

Communicating geographically	Key Vocabulary	Town, village, road, path, house, flat, school, shop, church, walk, drive, car, aeroplane, bus, train, busy, quiet, pollution, hot, cold, wet, dry, rain, sun, tree, sky, grass, beach, forest.	North, South, East and West, Environment. Physical: beach, coast, forest, mountain, sea, river, season: weather. Human: city, town, village, factory, farm, house, shop, animal.	Environment, endangered, continent, pollution, ocean, Climate change, habitat, sustainability, recycling, fossil fuels, atmosphere, greenhouse gases, drought, polar regions, energy, global warming.	Environment, continent, habitat, endangered, pollution, on, climate change, recycling, sustainability, ecosystem, country, deforestation, biodegradable, conservation, global warming, renewable energy, species, polar regions, tropical regions, temperate regions, equator, longitude, latitude, Amazon, North/ South America.	Environment, continent, ocean, habitat, endangered, pollution, climate change, recycling, sustainability, deforestation, biodegradable, plantation, extinction, species, population, adaptation, atmosphere, conservation, predator, threat, prey, vulnerable, critically, waste, contaminate.	Environment, continent, ocean, habitat, ecosystem, food chain, pollution, climate change, recycling, sustainability, biodegradable, atmosphere, waste, plastic, greenhouse gases, biomes, countries, Marina Trench.	Environment, continent, ocean, habitat, endangered, pollution, climate change, recycling, sustainability, deforestation, biodiversity, management, greenhouse gases, ozone layer, adaptation, interdependence, ecosystems, biomes, consumers, decomposers, tundra, polar, tropical, economic activity, latitude, longitude, equator, hemispheres, tropics, counties, cities, countries, characteristics, classification, evolution, adapted.