



## Geography Skills Overview

### EYFS Geography

#### Three and four year olds

##### Mathematics

Understand position through words alone. For example, “The bag is under the table,” – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

##### Understanding the World

Use all their senses in hands-on exploration of natural materials.

Begin to understand the need to respect and care for the natural environment and all living things.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

#### Reception

##### Understanding the World

Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Recognise some environments that are different to the one in which they live.

#### ELG

##### Understanding the World – People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

##### Understanding the World – The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons.

Aspects	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography skills and fieldwork	I can ask simple geographical questions.	I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?.	I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, and earthquakes. I can use and interpret maps, globes, atlases and digital mapping to find countries and key features.	I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	I can use simple observational skills to study the geography of the school and its grounds.	I can 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.	I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.	I can measure straight line distances using the right scale.  I can explore features on OS maps using 4 figure grid references and build competence in using four points of a compass.	I can begin to use eight points of a compass and six-figure grid references.	I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.
	I can use simple maps of the local area.	I can 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.	I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why.	I can begin to use fieldwork to observe, measure, record and present the human and physical features in the local area.	I can begin to use a range of methods, including sketch maps, plans and graphs, and digital technologies.	I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	I can use words such as near and far, left and right to talk about where things are.	I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.	I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.	I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle.		I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links.
	I can make simple maps and plans.	I can make plans and maps using symbols and keys.	I can make more detailed fieldwork sketches/diagrams.	I can draw accurate maps with more complex keys.	I can use fieldwork instruments e.g. camera, rain gauge.	I can use maps, charts etc. to support decision making about the location of places e.g. new bypass.
	Locational knowledge	I can understand how some places are linked to other places e.g. roads, trains.	I can name and place the world's seven continents and five oceans.	I can point to where counties are within the UK and their key topographical features.	I can recognise the different shapes of continents and begin to locate the world's countries.	I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.

	I can name the four countries of the United Kingdom.	I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom.	I can name and locate the cities of the UK.	I can show I know features nearby and beyond the UK.	I can recognise the different shapes of countries.	I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
		I can name, locate and identify characteristics of the seas surrounding the United Kingdom		I can show where countries are within Europe, including Russia.  I can identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, and Arctic and Antarctic Circle.	I can identify the physical characteristics and key topographical features of the countries within North America.	I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Human and physical geography	I can describe seasonal weather changes.	I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	I can show I know the physical and human features of my locality.	I can describe human features of UK regions, cities and /or counties.	I can understand about weather patterns around the World and relate these to climate zones.	I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
	I can begin to use basic geographical vocabulary to refer to physical features.	I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	I can explain about weather conditions / patterns around the UK and parts of Europe.	I can understand the effect of landscape features on the development of a locality.	I can explain how rivers erode, transport and deposit materials.	I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
	I can begin to use basic geographical vocabulary to refer to human features	I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	I can explain about key natural resources e.g. water in the locality.	I can describe how people have been affected by changes in the environment.	I can explain about the physical features of coasts and begin to understand erosion and deposition.	I can understand how humans affect the environment.

						I can explain about changes the to the World environment.
						I can understand why people seek to manage and sustain their environment.
Place knowledge	I can name, describe and compare places I know.	I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	I can understand why there are similarities and differences between places.	I can show I know about the wider context of places - region, country.	I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences.	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
	I can link home with other places in my area.		I can show some sense of how places relate to each other.	I can understand why there are similarities and differences between places.		
	I can show I know about changes that are happening in the local environment e.g. at school.					
	I can suggest ideas for improving the school environment.					