



**Welbeck Primary School  
Geography Skills Progression**

|                             | <b>Foundation Stage</b>  | <b>KS1</b>   |   | <b>KS2</b>   |   |   |   |
|-----------------------------|--|--|---|--|---|---|---|
|                             |  | <b>Year 1</b>  | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>   |
| <b>Locational Knowledge</b> | <p>Talk about different types of transport and journeys.</p> <p>Name the school and area that they live in. (The Meadows, Nottingham, England, United Kingdom)</p> | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | Name and locate the world's seven continents and five oceans. | <p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> | <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in/around Nottingham.</p> | <p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> | <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> |



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| <b>Place Knowledge</b> | <p>Children know about similarities and differences in relation to places.</p> <p>Suggest ideas for improving the classroom, outdoor area.</p> <p>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. (PCC ELG)</p> | <p>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.</p> | <p>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.</p> | <p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p> | <p>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.</p> | <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. eg. Link to Fairtrade of bananas in St Lucia.</p> | <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. eg. Link to Fairtrade of bananas in St Lucia.</p> <p>Understand some of the reasons for similarities and differences.</p> |



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| <b>Human &amp; Physical Geography</b> | <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter, (NW ELG)</p> <p>Know some of the similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what they have read in class.(NW ELG)</p> | <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p><b>key Physical features</b> forest, hill, mountain, soil, valley, vegetation.</p> <p><b>key Human features</b> city, town, village, factory, farm, house, office.</p> | <p>Use basic geographical vocabulary to refer to:</p> <p><b>key Physical features</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><b>key Human features</b> city, town, village, factory, farm, house, office, port, harbour and shop</p> | <p>Describe and understand key aspects of:</p> <p><b>Physical</b> geography, including Rivers and the water cycle, excluding transpiration; brief introduction to Volcanoes and earthquakes (linking to Science: rock types).</p> <p><b>Human</b> geography, including Trade links in the Pre-roman and Roman era, considering also types of settlements in Early Britain (linked to History)- Why did early people choose to settle there?</p> | <p>Describe and understand key aspects of:</p> <p><b>Physical</b> geography, including Climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p><b>Human</b> geography, including Types of settlements in modern Britain: villages, towns, cities.</p> | <p>Describe and understand key aspects of:</p> <p><b>Physical</b> geography, including Coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p><b>Human</b> geography, including trade between UK and Europe and ROW; Fair/unfair distribution of resources (Fairtrade).</p> <p>Explore types of settlements in Viking, Saxon Britain (linked to History).</p> | <p>Describe and understand key aspects of:</p> <p><b>Physical</b> geography, including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p><b>Human</b> geography, including Distribution of natural resources, focussing on energy (link with coal mining past in History and eco-power in D&amp;T)</p> |



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| <b>Geographical Skills &amp; Field work</b> | <p>Ask simple geographical questions.</p> <p>Make simple maps.</p> <p>Use the globe to identify the United Kingdom.</p> <p>Use directional language forwards, backwards, left and right to give instructions to a technological toy.</p> <p>Use simple observational skills to explore the school grounds.</p> <p>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps (PCC ELG).</p> | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> | <p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and to describe relative locations in Europe.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>Use a range of sources, atlases, different types of map (climate, population, cities, rivers, topographical) and digital resources to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 4 figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>Use a range of sources, atlases, different types of map (climate, population, cities, rivers, topographical) and digital resources to locate countries and describe features studied.</p> <p>Use the eight points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>Use a range of sources, atlases, different types of map (climate, population, cities, rivers, topographical) and digital resources to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |