

	Year 1	Year 2
Geographical skills and fieldwork	Use simple locational and directional language [for example, near and far], to describe the location of features and routes on a map Use simple directional language, left, right, straight ahead and turn, and positional language, near, far, behind, next to and in front of, to give directions, describe the location of features and discuss where things are in relation to each other.	Use simple compass directions to describe the location of features or a route on a map. Use simple compass directions to describe the location of features or a route, a set of directions that can be used to get from one place to another on a map, using the four cardinal points north, south, east and west.
	Identify features and landmarks on an aerial photograph or plan perspective. An aerial photograph or plan perspective shows an area of land from above.	Study aerial photographs to describe the features and characteristics of an area of land. An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).
	Collect simple data during fieldwork activities and use this information to answer a geographical question.	Collect, organise and record in different ways, including tables, charts and pictograms, simple data from primary sources (fieldwork and observation) and secondary sources (maps and books).
	Draw or read a simple picture map, a picture or drawing of an area of land or sea that can show human and physical features containing a key used to show features on a map that has symbols to show where things are located.	Draw or read a range of simple maps, pictures or drawings of an area of land or sea that can show human and physical features that use symbols, that are pictures or icons used to show a geographical feature and a key which is the information needed to read a map.
	Carry out fieldwork tasks, asking questions, taking photographs, taking measurements and collecting samples to identify characteristics of the school grounds or locality.	Ask and answer simple geographical questions about the local environment through observing or measuring, identifying or classifying and recording simple data collection during fieldwork activities.
Locational knowledge	Name and locate the four countries of the UK, England, Northern Ireland, Scotland and Wales, and their capital cities on a map, atlas or globe; London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales, and the countries of the United Kingdom are made up of cities, towns and villages.	Identify characteristics of the four countries, including their size, landscape, capital city, language, currency and key landmarks and major cities of the UK, highlighting that England is the biggest country in the United Kingdom.
	Name and locate the world's seven continents, Africa, Antarctica, Asia, Australia, Europe, North America and South America, and five oceans, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean, on a world map.	Name and locate seas surrounding the UK, Atlantic Ocean, English Channel, Irish Sea and North Sea, as well as seas, Black, Red and Caspian, the five oceans, Arctic, Atlantic, Indian, Pacific and Southern, and seven continents, Africa, Antarctica, Asia, Australia, Europe,

		North America and South America, around the world on a world map or globe.
	Locate hot and cold areas of the world in relation to the equator, the imaginary line that divides the Earth into two parts: The Northern and Southern Hemispheres – highlight the warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. Continents have different climates and place can be identified by the types of weather, plants and animals found there depending on where they are in the world.	Locate the equator, the imaginary line that divides the world into the Northern and Southern Hemispheres and the North and South Poles: The North Pole is the most northern point on Earth and The South Pole is the most southern point on Earth.
Human, Physical and Environmental Geography	Identify patterns in daily and seasonal weather: note there are four seasons in the UK: spring, summer, autumn and winter and each season has typical weather patterns including sun, rain, wind, snow, fog, hail and sleet, symbols are used to show each different type of weather. and in the United Kingdom, the length of the day varies depending on the season- in winter, the days are shorter and in summer, the days are longer.	Describe simple weather patterns, a type of weather that is repeated, of hot and cold places.
	Use basic geographical vocabulary to identify and describe physical features, the naturally-created features of the Earth, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	Describe the size, location and position of a physical feature, is one that forms naturally, and can change over time due to weather and other forces, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.
	Describe in simple terms how a physical process, such as weather, has affected an area, place or human activity.	Describe, in simple terms, the effects of erosion, a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil caused by wind and water, including waves, floods, rivers and rainfall.
	Name and describe the purpose of human features, ones that are man-made and include factories, farms, houses, offices, ports, harbours and shops, and landmarks, that are features of a landscape, city or town that are easily seen and recognised from a distance and help someone to establish and describe a location.	Use geographical vocabulary to describe how and why people use a range of human features, that are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads, in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.
	Identify natural material, one that is dug out of the ground, grown or taken from a living thing, and man-made materials, ones often made	Describe the properties of natural materials, materials found in the environment can be natural such as rock, stone, water, sand, soil,

Key Stage 1 Geography Progression

	from natural materials but have been changed to have different properties in the environment. A material is something used to build or make something else.	water and clay, and man-made materials, brick, glass, plastic and concrete and where they are found in the environment. Natural and man-made materials are used to make human features.
	Describe how pollution and litter affect the local environment and school grounds. Litter and pollution have a harmful effect on the areas where we live, work and play.	Describe ways to improve the local environment. The local environment can be improved by picking up litter, planting flowers and improving amenities.
	Identify the characteristics of a settlement, a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.	Describe the size, location and function of a local industry, businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.
Place knowledge	Name important buildings and places and explain their importance, highlighting the fact that a place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries, whilst some buildings are important because they tell us something about the past.	Name, locate and explain the significance of a place, highlighting the fact that a significant place is a location that is important to a community or society, can also be significant because of religious or historic events that may have happened in the past near the location, and can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.
	Describe how a place or geographical feature has changed over time.	Describe how an environment, or place has or might change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.
	Identify the similarities and differences between two places which can be compared by size, amenities, transport, location, weather and climate.	Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country, a country outside the continent of Europe, i.e. the USA, Australia, China and Egypt, whilst European countries include the United Kingdom, Germany, France and Spain.