Geography Progression of Skills				
Threshold Concept	**EYFS**	**Milestone 1 (Years 1 and 2)**	**Milestone 2 (Years 3 and 4)**	**Milestone 3 (Years 5 and 6)**
To investigate places	Draw information from a simple map. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Ask and answer simple geographical questions. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use Ariel images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surround seas. Name and locate the world's continents and oceans. Observe and record human and physical features through simple fieldwork.	Ask and answer geographical questions about the physical and human characteristics of a location. Use a range of resources to identify the key physical and human features of a location Use maps, atlases, globes and digital/computer mapping to locate countries. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including maps, plans and digital technologies. Name, locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, key physical features and land use patterns and understand how some of these have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics.	Collect and analyse information in order to draw conclusions about locations. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key geographical features and land use patterns and explain how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main and physical and human characteristics. Identify and describe how the physical features affect the human activity within a location.

To investigate patterns	Explain some similarities and differences between life in this country and life in other counties, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Recognise some environments are different to the one in which they live.	Makes simple observations about human and physical features. Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of the hot and cold areas of the world in relation to the equator and the North and South poles.	Begin to recognise patterns in human and physical features. Describe geographical similarities and differences between countries. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and describe some of the characteristics.	Identify and describe the geographical significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics and Cancer and Capricorn and time zones (Incl. day and night). Describe how locations around the world are changing and explain some reasons for change. Describe how countries/geographical regions are interconnected.
To communicate geographically	Use simple geographical vocabulary to describe their surrounding environment.	Use basic geographical vocabulary to describe: Key physical features (beach, coast, forest, hill, mountain, ocean, river, soil, vegetation, and weather etc.) Key human features (city, town, village, house, shop etc.) Use simple compass directions (N S E W) and other locational language (near, far). Devise a simple map; and use and construct a simple key.	Use basic geographical vocabulary to describe: Physical geography (glacier, iceberg, temperature, humidity, climate, tundra etc.) Human geography (Urban, region, Europe, Country, County etc.) Use the eight points of a compass, four and six figure grid references, symbols and a key to build knowledge of the wider world.	Use basic geographical vocabulary to describe: Physical geography (climate zones, vegetation, rivers, mountains, volcanos, earthquakes and the water cycle etc.) Human geography (land use, distribution of resources including energy, food, minerals and water supplies etc.) Use the eight points of a compass, four and six figure grid references, symbols and a key to build knowledge of the wider world.