



Geography Progression of Skills



	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical language	Children use everyday language to talk about positions and distance to solve problems Prepositional Language - Next to/behind/in front of/map/directions/forward/backwards	Geographical language to describe feature or location North/ South/ East/ West/ climate/ Factory/ houses/ school/ church/ city/ forest/ next to/ near to/ beside/ forwards/ backwards/ left/ right/ road/ hill/ local/ town/ village/ mountain/ lake/ sea/ natural/ man-made/ human	Geographical language to describe feature or location e.g. valley/hill/local/a road/coastline / woods/village /farmland/ continent /weather/climate	Linked geographical words to topic: Environment, agriculture, canal, global warming, deforestation, industrial, county, population, city, technology, natural disaster, earthquake, mountain, volcano, drought, tornado, tsunami, Richter scale, crisis	Linked geographical words to topics: Rain forest/ deforestation/ Emergent/canopy/ understory/forest floor/ river/ meander/ tributary/confluence / highlands/plains/ city/ industry/ suburb/ urban / village/ high street/ culture/ society/ landlocked	Linked geographical words to topics: River – erosion/ deforestation / coastlines transportation: coasts – long shore Topographical features Evaporation, melting, water vapour, condensation, freezing, transpiration, sublimation, infiltration, precipitation	Linked geographical words to topics: biome, vegetation belt, climate zone, flora, fauna, landscape, Equator, hemisphere, continent, tundra, rainforest, deciduous forest, desert, savannah, arid, tropical, mountainous, polar, temperate, grassland, ice sheet, natural resources, distribution, fossil fuels, renewable, non-renewable, exhaustible, settlement, land use, sustainability, urban, rural, Fairtrade, economy, import, export
Geograph	Communication and Language- Speaking: To answer 'how' and 'why' questions	Teacher led enquiries, to ask and respond to simple closed questions	Ask simple geographical questions –where is this place? What is it	Ask/ initiate geographical questions: where is this location? What	Ask questions –what is this landscape like? What will it be like in the future? – and	Ask questions: what is this landscape like? How has it changed? What made it	Ask and suggest questions for investigating what is this landscape like?

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	<p>about their experiences.</p>	<p>Ask geographical questions e.g. what is it like to live in this place? Express own views about a place, people, and environment. Begin to answer basic questions and make simple observations using sources (maps, atlases, globes, images, aerial photographs). Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area.</p>	<p>like? How has it changed? Express own views about a place, people, environment, location. Answer questions and make observations using sources (maps, atlases, globes, images, aerial photographs) Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make simple comparisons between features of different places.</p>	<p>do you think about it? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures. Use NonFiction books, stories, atlases, pictures/photos and internet as sources of information.</p>	<p>respond by offering their own ideas Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps Express own opinions and give detailed reasons to support own likes, dislikes, preferences and recognise that others may think differently. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid</p>	<p>change? How is it changing? Begin to use primary and secondary sources of evidence in their investigations. Be able to carry out investigations answering different geographical questions, skill, sources of information and collect and record evidence unaided</p>	<p>How is it changing? What patterns can you see/ how has the pattern changed? Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided</p> <p>Express and explain opinions using evidence and recognise and explain why others may have a different point of view.</p> <p>Be able to carry out investigations answering different geographical questions, skill, sources of information and</p>
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							<p>collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it.</p>
Locational Knowledge	<p>Understanding the world- The world:</p> <p>To know the features of their own environments and contrasting environments</p>	<p>Name and locate the countries making up the British Isles, with their capital cities.</p> <p>Know the surrounding seas of the British isles.</p> <p>To name and locate hot and cold places.</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest.</p> <p>To have basic locational knowledge about the local area, individual places and environments.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate the seas that surround the UK</p> <p>To have locational knowledge about individual places and environments in the local area, the UK and the wider world.</p> <p>Be able to identify cities in the contrasting countries.</p> <p>How are we called to be God's Gardeners?</p>	<p>Name and locate counties and cities of the United Kingdom.</p> <p>To be able to locate world countries with a focus on Europe.</p> <p>Locate countries, cities and landmarks using Google Maps and on a globe.</p> <p>Use an index to locate countries, and cities using an atlas</p>	<p>To be able to locate world countries with a focus on South America; the environmental regions, key physical and human characteristics, countries, major cities, (compare sustainability levels between South America and England).</p> <p>To be able to locate world countries with a focus on Europe looking key physical and human characteristics and to</p>	<p>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)</p> <p>Locate physical geographical features on a map. Describe their location in relation to land use</p>	<p>Locate vegetation belts, climate zones and biomes on a map</p> <p>Identify their position and significance (building on y4/y5 learning).</p>



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					compare with a region of the UK	and look for patterns in the locations..	
Place Knowledge	<p>Understanding the world- The world: To observe and identify similarities and differences in environments.</p> <p>I can ask questions about what it is like in another country. I can show my knowledge of other countries through role play and art work leading on from what has been read in class.</p>	<p>Compare two contrasting Countries in the world : Africa and Antartica</p> <p>Retell what it is like in another country. Express own views about a place, people and environment. Compare food in contrasting countries</p> <p>Africa UK and Hindu</p>	<p>Compare the UK with a contrasting non-European country.</p> <p>Study pictures/videos of two differing localities, make comparisons between life in the UK and life in xxx,</p>	<p>Compare local region with another region of the UK, eg. local hilly area with a flat one or under sea level.</p> <p>Describe how people can both improve and damage an environment. Understand geographical similarities and differences through the study of human and physical features.</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, Compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p>Compare a region in UK with a region in South America with significant differences and similarities. .</p> <p>Describe how physical geography influences the day to day life of inhabitants of an area</p>	<p>Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p>
Human and Physical	<p>Understanding the world – The world: To know and talk about their immediate environment. Know about similarities and differences in places and how environments vary.</p>	<p>Weather- identify seasonal and daily weather patterns in the UK.</p> <p>Identify location of hot and cold areas of the world.</p> <p>Discussing in relation to the equator.</p>	<p>Weather-. Identify location of hot and cold areas of the world. Discussing in relation to the equator and the North/South Poles.</p> <p>Weather in the UK- Identify patterns. Hot</p>	<p>Human and Physical characteristics of the UK</p> <p>To know how aspects have changed over time</p> <p>Why did people choose to settle in a place? How was the land used? How has</p>	<p>Describe how physical geographical features are formed. Describe and understand the water cycle and how earthquakes/ volcanoes are formed. Describe how humans are impacted both</p>	<p>Describe and understand the different climate zones on a global scale. Be able to say what weather and vegetation is related to these and begin to give reasons why Compare different types of settlements</p>	<p>Describe and understand different biomes and vegetation belts on a global scale</p> <p>Describe types of settlement and land use, economic activity including</p>

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	<p>I can use everyday vocabulary to name common physical features Show respect of different cultures</p> <p>Undertsand the effects of changing seasons and the natural world around them</p>	<p>Seasons- how they change. Comparing and Contrasting a farm with the seaside.</p>	<p>in Summer. Start to look at why patterns are starting to become lesson common due to global warming. Compare and Contrast two British localities.</p>	<p>this changed over time?</p>	<p>positively and negatively by physical features. Recognise that humans can have some control over physical features.</p>	<p>and land use. Recognise that our choices impact the lives of other people. Begin to describe economic activity within a small area outside of the UK.</p>	<p>trade links, and the distribution of natural resources including energy, food, minerals and water. Analyse the positive and negative impact of a human change</p>
Geographical skills and field work	<p>Understanding the world – The world: To make observations and notice how things change and why some things occur. Observe closely what is around me and make comments on what I see.</p> <p>Describe what they see, hear and feel outside.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including plans and and digital technologies (photos).</p> <p>Walk around school And local area</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the four points of a compass to build their knowledge of the United Kingdom.</p>	<p>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</p> <p>To use the four compass points to build on knowledge and describe locations within the UK and where they are in relation to one another.</p>	<p>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</p> <p>Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world. To be able to locate the UK in relation to</p>	<p>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</p> <p>Use four and six-figure grid references, symbols and keys to build their knowledge of</p>	<p>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</p> <p>Use four and six-figure grid references, symbols and keys to build their knowledge of</p>

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					other countries in the world.	the United Kingdom and the wider world	the United Kingdom and the wider world
Direction and location	Can describe their relative position such as behind or next to (40-60 SSM)	To use up/ down / left/ right/ forwards/ backwards	As year 1 to include North /East /South/ West	To describe route and direction linking N/S/E/W with degrees on the compass	Begin to describe route and direction using 8 compass points e.g. N, S, E, W, NW, NE, SW, SE	to describe route and direction, location linking 8 points of compass to degrees on compass Begin to use 4 figure co-ordinates to locate features on a map.	describe route, direction, location ·using 8 points on compass to degrees on compass confidently and accurately Use 4 figure co-ordinates confidently to locate features on a map.
Drawing maps	Draw simple picture maps of imaginary places and from stories.	Draw simple picture maps of their school	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) What makes a home? / Cafod lesson/ refugee journey?	Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing	Make a map of a short route experienced, with features in correct order. Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity



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Representatio	Use own pictures on imaginary map.	Use own symbols on school map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key. Use/recognise OS map symbols	Use/recognise OS map symbols; Use atlas symbols
Using maps	Elicit information from a simple map.	Use a simple picture map to move around the school. Recognise that it is about a place	Follow a route on a map. Use a plan view. Use an infant atlas to locate places	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Brazil, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
scale	Use relative vocabulary e.g. bigger/smaller	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspecti		Draw around objects to make a plan.	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point.	Draw a sketch map from a high view point.	Draw a plan view map with some accuracy.	Draw a plan view map accurately.
Map	Learn the name of their home town	Learn names of some places within/around the UK. E.g. Countries	Locate and name on UK map major features e.g. London,	Begin to identify points on maps A,B and C	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments

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		of UK, Capital cities, home town.	River Thames, home location, seas				
Type of map	Large scale floor maps, picture maps and globes	Large scale floor maps, picture maps and globes	Find land/sea on globe. • Use teacher drawn base maps. • Use an infant atlas	<ul style="list-style-type: none"> • Begin to use map sites on internet. • Begin to use junior atlases. • 	Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs.	Use index and contents page within atlases.	Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe.