Geography Progression of Skills – 2024/2025

	Geographical enquiry	Mapping skills	Contextual world knowledge	Geographical understanding
Reception	• Teacher led enquiries, to ask and respond to simple closed questions. • Investigate their surroundings • Make observations about where things are e.g. within school or local area.	• Follow directions (Up, down, left/right, forwards/backwards)	• Comments on aspects of their familiar world – where they live Explore the natural world around them, making observations and drawing pictures of animals and plants	• Talk about somethings they have observed Know about similarities and differences in relation to places • Has an understanding of seasonal changes over time. (linked to walks in school/local area)
Year 1	• Collect data by counting up to 100 (maths Y1), e.g. cars, drain covers, trees, counting steps as a measure of distance (maths Y1) • Analyse geographical data by using simple terms such as total, highest, lowest, wettest, driest, more than and less than (maths Y1) • Talk about places such as the school and its grounds and the human and physical features of its surrounding environment	• Make models of places using toys and talk about what is in the model • Use simple language to describe position, direction and motion, including, left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (maths Y1) • Follow simple directional instructions, e.g. right, left, backwards, forwards, to follow directions • Identify land and sea on world maps and simple atlases and globes • Talk about distance using words such as near and far	• Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK (the home countries, capital cities and surrounding seas) • Identify hot and cold countries in relation to the Equator.	• Recognise and use everyday terms to describe places and geographical features, e.g. empty, crowded, busy, steep, high, low • Use basic geographical vocabulary to describe places or human and physical geographical features, e.g. hill, river, street, shop, town • Express likes and dislikes about places and justify their reasonings for this • Compare places and / or geographical features
Year 2	• Select appropriate information from given secondary resources • Interpret and compare geographical information and data in simple pictograms, tally charts, block diagrams and simple tables (maths Y2)	• Devise simple picture maps (and, if appropriate, draw lines and shapes using a straight edge (maths Y2)) using basic symbols in a key • Use aerial photographs and maps at the same scale to recognise landmarks and basic human and physical features on the photograph and the map • Use simple compass directions (N, S, E & W) and locational and directional language (e.g. near & far, left & right) to describe the location of features and routes on a map • Use number / letter grid references to specify position on maps of different scales • Name and locate large scale features (continents and oceans)	• Be able to locate at least one non-EU country on a map • Identify the basic characteristics of the UK and a non EU country, e.g. highland, lowland, rivers, coast, weather, cities	• Use basic geographical vocabulary to describe places or human and physical geographical features, e.g. hill, river, street, shop, town • Identify simple and broad geographical patterns, e.g. seasonal and daily weather patterns, and hot and cold areas • Identify whether places / features are changing • Express views about places and recognise the impact of people's actions on these • Compare places and / or geographical features

		on world maps and simple atlases and globes • •Estimate relative distances using terms such as nearer than and further away		
Year 3	• Identify some elements of a geographical enquiry and suggest how some data and information might be collected from primary and secondary sources • Interpret and compare geographical information and data using scaled bar charts, pictograms, tables and other graphs (maths Y3)	• Draw sketch maps of places and routes that show some understanding of relative scale and direction • Begin to use some conventional symbols when drawing and using maps • Use simple compass directions (N, S, E & W) and locational and directional language (e.g. near & far, left & right) to give & follow directions on a map & outside • Use four grid references to specify position on maps of different scales including Ordnance Survey maps • Use the contents and index pages of atlases to find places • Use a scale bar to draw and measure straight line distances on a map (maths Y3) • Use digital technologies to locate named countries, cities, geographical regions and their identifying human and physical characteristics	• Be able to identify and locate all the home countries, capital cities and surrounding seas and identify and locate at least one non EU country • Know and locate some of the environmental regions, key physical and human characteristics, countries and major cities of either Europe or North and South America	• Describe the geographical patterns of places & features in words, diagrams & maps using subject-specific vocabulary backed up by non-technical general language • Compare places and / or geographical features • Describe how places change • Identify some links between people and environments • Suggest simple solutions to solve geographical issues • Offer reasons for own views and judgements about places and environments
Year 4	• Identify some elements of a geographical enquiry and suggest how some data and information might be collected from primary and secondary sources • Present geographical information and data using bar charts and time graphs, pictograms and tables choosing the most appropriate way to do so (maths Y3 & Y4) • Interpret and compare geographical information and data using scaled bar charts, pictograms, tables and other graphs (maths Y3)	• Use simple compass directions (N, S, E & W) and locational and directional language (e.g. near & far, left & right) to give & follow directions on a map & outside • Use four grid references to specify position on maps of different scales including Ordnance Survey maps • Use the contents and index pages of atlases to find places • Use aerial photographs and maps at the same scale to recognise landmarks and basic human and physical features on the photograph and the map	• Know and locate some of the environmental regions, key physical and human characteristics, countries and major cities of either Europe or North and South America	• Describe the geographical patterns of places & features in words, diagrams & maps using subject-specific vocabulary backed up by non-technical general language • Compare places and / or geographical features • Describe how places change • Identify some links between people and environments • Offer reasons for own views and judgements about places and environments
Year 5	• Pose questions to focus a geographical enquiry • Identify data and information to be collected for a geographical enquiry and design an appropriate method of recording • Use a variety of forms of data collection accurately including	• Use symbols and keys on maps including digital / computer and Ordnance Survey maps to identify feature es and describe places • Draw sketch maps of places and routes that are acceptably accurate in terms of scale and	• Be able to identify and locate a range of countries and significant geographical features in the UK, Europe and North and South America • Know the position and significance of some global features, e.g. latitude, longitude, Equator, etc.	• Suggest simple reasons to explain why places / features / patterns are like they are, using subject-specific vocabulary, and appropriate diagrams and maps • Explain some detailed reasons for the similarities and differences between places

	sketch maps and digital technologies • Complete, read & interpret geographical information presented in tables (maths Y5)	direction and that use appropriate symbols • Use the eight points of a compass (N, S, E, W, NW, SW, NE, NE) to give and follow directions on a map and during fieldwork • Use four-figure grid references to specify position on maps of different scales including Ordnance Survey maps • Use maps, atlases, globes and digital / computer mapping to locate named countries, cities, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns • Draw accurate maps using appropriate scale from measurements made during fieldwork (maths Y5)	• Know and locate some of the environmental regions, key physical and human characteristics, countries and major cities of either Europe or North and South America	• Identify some reasons why places / features / patterns change • Explain how changes affect the lives and activities of people • Be able to explain some of the links between people, places and environments • Offer reasons for own views & recognise that other people may hold different views
Year 6	• Pose questions to focus a geographical enquiry • Identify data and information to be collected for a geographical enquiry and design an appropriate method of recording • Use a variety of forms of data collection accurately including sketch maps and digital technologies • Complete, read & interpret geographical information presented in tables (maths Y5)	• Use symbols and keys on maps including digital / computer and Ordnance Survey maps to identify features and describe places • Use the eight points of a compass (N, S, E, W, NW, SW, NE, NE) to give and follow directions on a map and during fieldwork • Use four-figure grid references to specify position on maps of different scales including Ordnance Survey maps • Identify lines of latitude, longitude and the Northern and Southern Hemispheres • Use maps, atlases, globes and digital / computer mapping to locate named countries, cities, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns • Use digital mapping to measure distances between locations.	• Be able to identify and locate a range of countries and significant geographical features in the UK and around the world • Know the position and significance of some global features, e.g. latitude, longitude, Equator, etc.	• Suggest simple reasons to explain why places / features / patterns are like they are, using subject-specific vocabulary, and appropriate diagrams and maps • Describe and understand key aspects of physical geography • Explain some detailed reasons for the similarities and differences between places • Identify some reasons why places / features / patterns change • Explain how changes affect the lives and activities of people • Be able to explain some of the links between people, places and environments • Suggest valid reasoned solutions to geographical issues • Offer reasons for own views & recognise that other people may hold different views

MORE ABLE

If a child is secure with all skills within their year group band, they can be assessed by the following more able strands:

- Justify their reasonings for liking and disliking different places using evidence
- Explain how people's actions can negatively or positively affect the world around them
- Analyse motives and causes behind geographical patterns in the world
- Presenting and defending their theories of reasons for geographical features in different places
- Assessing the impact on different views that people share about world issues and the consequences this can have (both positive and negative)
- Effectively breakdown and categorise distinguished solutions to geographical issues.