



Geography Progression of Skills

	Skills	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Reception	<ul style="list-style-type: none"> Make observations and drawings of features in their local environments (trees, hills, park, road, hospital). 	<ul style="list-style-type: none"> Know the name of the place where they live (road name, village/town, county, country). 	<ul style="list-style-type: none"> Be able to talk about their locality (what happens, where, how, why?) 	<p><u>Human:</u></p> <ul style="list-style-type: none"> Explore the geographical similarities relating to human geography of: <ul style="list-style-type: none"> School/home Indoor/outdoor environments <p><u>Physical:</u></p> <ul style="list-style-type: none"> Show an awareness of seasonal changes. Show an awareness of the daily weather. Know that the weather is different in different parts of the world. 	<ul style="list-style-type: none"> Create a basic map that has purpose. Identify maps as a tool used when travelling from one location to another. Know that a world map or globe represents countries of the whole world.
Year 1	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings. Use simple observational skills to study the geography of the school and its grounds. 	<ul style="list-style-type: none"> Identify the four main countries making up the United Kingdom. Name the capital cities of England, Scotland, Wales and Northern Ireland and their surrounding seas. Point out where the equator, north pole and south pole are on a globe or atlas. 	<ul style="list-style-type: none"> Name, describe and compare local familiar places. Identify links between home and other places in local community (e.g., routes, location, use). Suggest ideas for improving the school's environment. Use simple geographical vocabulary to describe human and physical features of the local area. 	<p><u>Human:</u></p> <ul style="list-style-type: none"> Begin to explain why they would wear different clothes at different times of the year. Explain what they might wear in a very hot or very cold place. Share ideas about people who live in very hot or very cold places. Name key features associated with a town or village (e.g., church, farm, shop, house). <p><u>Physical:</u></p> <ul style="list-style-type: none"> Explain how the weather changes with each season. Explain the main features of hot and cold places in the world. Encounter and show an awareness of key physical features (e.g., river, hill, beach). 	<ul style="list-style-type: none"> Draw maps of imaginary places from a story. Use a simple picture map to move around the school and recognise that it is about a place. Use locational language (e.g., near and far, left and right) to describe a location of features and routes. Use relative vocabulary to make comparisons (e.g., bigger/smaller and like/dislike). Use picture maps and globes.
Year 2	<ul style="list-style-type: none"> Ask simple geographical questions: Where is it? What's it like? Use non-fiction books, stories, maps, atlases, globes, pictures/photos as sources of information. Use simple fieldwork and observational skills to study the geography of their school and its grounds. Make appropriate observations about why things happen. Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> Name the seven continents of the world and find them in an atlas. Name the world's five oceans and find them in an atlas. Name other major cities of England, Wales, Scotland and Ireland. Find where they live on a map of the United Kingdom. 	<ul style="list-style-type: none"> Make simple comparisons between human and physical features of a small area of the UK and a contrasting non-European country. Recognise how places are linked to each other (e.g., travel, language, weather). 	<p><u>Human:</u></p> <ul style="list-style-type: none"> Describe some human features of their own locality, such as the jobs people do. Explain how the jobs people do may be different in different parts of the world. Explain how some people might 'spoil' an area. Explain how some people might try to make an area better. Explain what facilities a town or village might need. <p><u>Physical:</u></p> <ul style="list-style-type: none"> Describe some physical features of their own locality. Explain what makes a locality special. Describe a place outside Europe using geographical vocabulary. Describe the key features of a place (e.g., beach, coast, forest, hill, mountain, ocean, valley). 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place – add detail to a sketched map from an aerial photograph. Begin to understand the need for a key. Follow a route on a map. Use simple compass directions (North, South, East and West) and locational and directional language e.g., near and far; left and right, to describe the location of features and routes on a map. Use a plan view. Use an infant atlas to locate places. Begin to spatially match places (e.g., recognise UK on a small scale and larger scale map). Look on objects to make a plan view map.
Year 3	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions (e.g., Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...)? Use non-fiction books, stories, atlases, globes, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale. Begin to record and collect evidence. Analyse evidence and begin to draw conclusions e.g., 	<ul style="list-style-type: none"> Name a number of countries in the northern hemisphere. Name and locate some well-known European countries. Name and locate the capital cities of neighbouring European countries. 	<ul style="list-style-type: none"> Describe geographical similarities and differences between human and physical features of a region in the UK and a region in a European country. Explain the wider context of a place – county/region, country, continent. Explain how a specific place has changed over time. Develop an awareness of how places are related to one another. 	<p><u>Human:</u></p> <ul style="list-style-type: none"> Confidently describe human features in a locality. Begin to understand why a locality has certain human features. <p><u>Physical:</u></p> <ul style="list-style-type: none"> Confidently describe physical features in a locality. Begin to understand why a locality has certain physical features. 	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in the correct order. Try to make a simple scale drawing. Know why a key is needed. Use standard symbols. Locate places on larger scale maps e.g., map of Europe. Follow a route on a map with some accuracy. Begin to use map sites on the internet. Begin to use junior atlases.

	make comparisons between two locations using photos / pictures, temperatures in different locations.				
Year 4	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Use satellite images and aerial photographs. Collect and record evidence with some aid, using fieldwork instruments such as cameras and rain gauges. Analyse evidence and draw conclusions, e.g., make comparisons between location photos/pictures and maps. Recognise that different people hold different views about an issue and begin to understand some of the reasons why. Make more detailed fieldwork sketches/diagrams. 	<ul style="list-style-type: none"> Name up to six cities in the UK and locate them on a map. Name some of the counties of England and locate them on a map. Know the countries that make up the continent of Europe. Name a number of countries in the Southern hemisphere. Name the areas of origin of the main ethnic groups in the UK. 	<ul style="list-style-type: none"> Recognise that people have different lifestyles and challenges in different locations and environments. 	<p><u>Human:</u></p> <ul style="list-style-type: none"> Explain why people may choose to live in a village rather than a city. Explain how a locality has changed over time with reference to human features. Find different views about an environmental issue. Suggest different ways that a locality could be changed and improved. Explain how a settlement is built depending upon its' wider geographical location (e.g., trade links and distribution of natural resources). <p><u>Physical:</u></p> <ul style="list-style-type: none"> Describe the main features of a well-known city. Describe the main features of a village. Describe the main physical differences between cities and villages. Identify biomes and vegetation belts. 	<ul style="list-style-type: none"> Use 4 compass points well and begin to use 8 compass points. Follow a route on a large-scale map. Begin to match boundaries (E.g., find same boundary of a county on different scale maps.) Draw a sketch map from a high view point. Begin to identify significant places and environments on maps
Year 5	<ul style="list-style-type: none"> Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Collect and record evidence unaided. Analyse evidence and draw conclusions. (e.g., compare historical maps of varying scales). 	<ul style="list-style-type: none"> Begin to recognise the climate of a given area according to its location on the map. Name and locate significant rivers (both in the UK and in other countries). 	<ul style="list-style-type: none"> Describe and understand key aspects of human & physical geography of a location. Identify human and geographical features of a location and understand how some of these aspects have changed overtime. Describe how countries and geographical regions are interconnected and interdependent. 	<p><u>Human:</u></p> <ul style="list-style-type: none"> Report on ways in which humans have both improved and damaged the environment. Explain what a place might be like in the future, taking account of issues impacting on human features. <p><u>Physical:</u></p> <ul style="list-style-type: none"> Explain how a location fits into its wide geographical location with reference to physical features. Explain physical processes (including river formations and coastal features). Consider what a place (open to environmental and physical change) might be like in the future taking account of physical features. 	<ul style="list-style-type: none"> Use 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Compare maps with aerial photographs. Find/recognise places on maps of different scales. (E.g., river Nile.)
Year 6	<ul style="list-style-type: none"> Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale (contrasting and distant places). Collate and analyse evidence from different sources to draw conclusions (e.g., comparing land use/temperature). Look at patterns and explain reasons behind it. 	<ul style="list-style-type: none"> Identify and name lines of latitude and longitude: the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime Meridian. Explain how time zones work. Name and locate many of the world's most famous mountain ranges on maps. 	<ul style="list-style-type: none"> Explain why places are like they are in terms of weather, historical development and local resources. Describe geographical diversity across the world. 	<p><u>Human:</u></p> <ul style="list-style-type: none"> Give a description of the human features of places around the world. Describe how some places are similar and different in relation to their human features. Explain how human activity has caused an environment to change. <p><u>Physical:</u></p> <ul style="list-style-type: none"> Describe how mountains are formed. Describe how volcanoes and earthquakes are created. Give descriptions of the physical features of places around the world. Describe how some places are similar and different in relation to their physical features. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use atlas symbols. Use atlases to find out about other features of places. (e.g., mountain regions, weather patterns). Draw/use maps and plans at a range of scales. Draw a plan view map accurately. Confidently identify significant places and environments. Confidently use an atlas. Recognise world map as a flattened globe.
<p><u>MORE ABLE</u> If a child is secure with all skills within their year group band, they can be assessed by the following more able strands:</p> <ul style="list-style-type: none"> 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. 					