



# Geography Progression of Skills

## Year 1

Areas of Study	
<ul style="list-style-type: none"><li>• What is the weather like?</li><li>• UK Countries and Cities</li><li>• Hot and Cold Areas of the World - Habitats</li></ul>	
Locational Knowledge	Place Knowledge
I can name the four countries of the United Kingdom. England, Scotland, Wales and Northern Island. I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	I can name, describe and compare familiar places e.g. school, park, home, leisure centre, shops.
Human and Physical Geography	Geographical Skills and Fieldwork
I can describe seasonal weather changes. To look at the weather where we live. To understand the different seasons in a year. To describe how the weather can affect us. I can use basic Geographical vocabulary to refer to physical features of my school and its grounds and of the surrounding environment. I can use basic geographical vocabulary to refer to key physical features (incl. beach, forest, hill, sea, river, season, weather) I can use basic geographical vocabulary to refer to key human features (incl. city, town, farm, house, shop)	I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. I can 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.



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## Year 2

Areas of Study	
<ul style="list-style-type: none"><li>• Why is our place special?</li><li>• Life in Tanzania</li><li>• Hot and Cold Places - Weather</li></ul>	
Locational Knowledge	Place Knowledge
I can name and locate my local town including places of importance to me e.g. home, school, park, church. I can understand how some places are linked to other places e.g. roads and trains.	I can understand similarities and differences (human and physical) of a small area of the United Kingdom, and of a small area in a non European country. I can make simple comparisons about different places. Observe and describe the human and physical geography of a small area of the United Kingdom. (Appley Bridge) I can name, describe and compare familiar places e.g. school, park, home, leisure centre, shops. I can talk about some present changes that are happening in Appley Bridge or at school. I can suggest ideas for improving the school environment.
Human and Physical Geography	Geographical Skills and Fieldwork
Identify seasonal/daily weather patterns in the UK. Location of hot and cold areas of the world in relation to the equator and the North and South poles. To understand what hot and cold countries are like. To use map skills to locate hot and cold places. I can use basic geographical vocabulary to refer to key physical features (inc cliff, coast, mountain, ocean, soil, valley, vegetation) I can use basic geographical vocabulary to refer to key human features (inc village, factory, office, port, harbour).	I know how to use simple fieldwork and observational skills to study the key human and physical features of my surrounding environment. I know how to use directional language and understand its meaning. I can ask simple geographical questions e.g. What is it like to live in this place? I can use simple observational skills to study the geography of the school and its grounds. I know how to look at simple maps of the local area and how to make my own maps and plans. I know how to describe locations of features and routes.



# Geography Progression of Skills

## Year 3

Areas of Study	
<ul style="list-style-type: none"><li>• The region where I live in the UK</li><li>• Rainforests</li><li>• Volcanoes and Earthquakes</li></ul>	
Locational Knowledge	Place Knowledge
I can name and locate countries, counties and cities of the UK. I can investigate the countries of the UK to identify geographical regions and their identifying human and physical characteristics. I can investigate the countries of the UK to identify their key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. I can understand why there are similarities and differences between places in the UK. To develop an awareness of how places relate to each other e.g. relationships between locations e.g. residential, agriculture, industrial.
Human and Physical Geography	Geographical Skills and Fieldwork
Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. I can identify physical and human features of the given locality. I can explain weather patterns around the UK and parts of Europe. I can describe the types of settlements in modern Britain: villages, towns, cities and land use within the UK. Describe and understand key aspects of : Physical geography including: Volcanoes and earthquakes, looking at plate tectonics.	I can understand and use a widening range of geographical terms – meander, floodplain, location, industry, transport, settlement, water cycle etc. I can ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if this continues? I can analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures. I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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	<p>I can use fieldwork instruments e.g. camera, rain gauge. I can use 4 compass points to follow or give directions.</p> <p>I can use letter numbers or 4 figure coordinates to locate features on a map.</p> <p>I can begin to use the 8 compass points</p> <p>I can try to make a map of a short route that I have experienced with the features in the correct order. I know why a key is needed.</p> <p>I can use standard symbols on the OS map</p> <p>I can use a junior atlas I can identify features on aerial photographs</p> <p>I can record findings from field trips. Select views to photograph and add titles and labels and location information. I can use contents and index pages within atlases.</p> <p>I can recognise the world map as a flattened globe.</p>
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# Geography Progression of Skills

## Year 4

Year 4 Areas of Study - Children will be taught about:	
Renewable Energy A region in Europe study Rivers and the Water Cycle	
Locational Knowledge	Place Knowledge
Locate the world's countries, using maps to focus on Europe (inc the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. I can recognise the different shapes of the continents. I can identify where countries are within Europe, including Russia. I can recognise that people have differing qualities of life living in different locations and environments. I can Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.
Human and Physical Geography	Geographical Skills and Fieldwork
Describe and understand key aspects of : Physical geography including. • Rivers and the water cycle. Human geography including: • Distribution of natural resources focussing on minerals and water.	I am confident using the 8 compass points. I can use 4 figure co-ordinates to locate features on a map. I can make a simple scale drawing. I can follow a route on a large scale map e.g. While Orienteering. I can begin to match boundaries e.g. find the boundary of a country. I can draw a sketch map from a high point of view. I can use large scale OS maps and atlas' I can use map sites on the internet. Use a simple database to present findings from fieldwork. Draw an annotated sketch from observation including labels and description Add titles and labels and location information.



# Geography Progression of Skills

## Year 5

Year 5 Areas of Study - Children will be taught about:	
The UK Where does our food come from? The Amazon	
Locational Knowledge	Place Knowledge
I can identify the position and significance of latitude/longitude and the Greenwich Meridian and basic time zones. I can identify the location of: capital cities of countries in the British Isles and the UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent. On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. I know about the wider context of places e.g. county, region and country.	I can compare a region in the UK with The Amazon with significant differences and similarities.
Human and Physical Geography	Geographical Skills and Fieldwork
Describe and understand key aspects of: Physical geography <ul style="list-style-type: none"><li>• Rivers</li></ul> Human geography Distribution of natural resources including energy and food (production and consumption). Understand how humans effect the environment over time.	I can choose to use the 8 compass points when comparing location. Explore features on an OS Map using 6 figure grid references. I can begin to draw a variety of thematic maps based on my own data. I can draw a sketch map using symbols and a key I can recognise and use OS symbols I can use atlas symbols I can compare maps with aerial photos I can select a map for a particular purpose e.g. Atlas to find Taiwan. An OS map to find a particular local village. I can follow a short route on an OS map and describe features shown. I can measure straight line distances on a plan.



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	I can find/recognise places on maps of different scale e.g. River Nile. I can draw a plan view map. I can use graphs to display data collected.
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# Geography Progression of Skills

## Year 6

Year 6 Areas of Study - Children will be taught about:	
World Countries Comparison Study with a region Pole to Pole	
Locational Knowledge	Place Knowledge
I can locate a number of countries and locate and name principal cities within these countries concentrating on environmental region key human/physical characteristics, countries and major cities. I can identify the position, significance and key features of the arctic and Antarctic circle	I can compare a region in UK with a non UK region with significant differences and similarities. I can understand some of the reasons for these similarities and differences.
Human and Physical Geography	Geographical Skills and Fieldwork
Describe and understand key aspects of: Physical geography, including: <ul style="list-style-type: none"><li>• climate zones</li><li>• biomes • Vegetation belts.</li></ul> Human geography: <ul style="list-style-type: none"><li>• Economic activity including trade links. (fair and unfair trade) Know about changes to world environments over time.</li></ul> I understand why people seek to manage and sustain their environment.	I can begin to use 6 figure grid references using latitude and longitude on atlas maps. I can begin to draw plans of increasing complexity. I can use atlases to find out about other features of places e.g. wettest part of the world, mountain regions, weather patterns. I can use lines of longitude and latitude on maps I can use a scale to measure distances. I can use maps and plans of a range of scales. I can draw a plan view map with some accuracy. I can select appropriate methods of data collection such as interviews. I can use a database to interrogate and amend information collected. I can evaluate the quality of evidence collected and suggest improvements I can use sketches as evidence in an investigation.





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	<p>I can annotate my sketches and describe and explain geographical processes and patterns.</p> <p>I can use photographic evidence in my investigations and evaluate the usefulness of the images.</p>
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