 Progression of skills in Geography

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5 | Year 6 |
| Geographical enquiry | Teacher led enquiries, to ask and respond to simple closed questions.Use information books/picture/ maps/ globes as sources of information.Investigate their surroundingsMake observations about where things are e.g. within school or local area. | Children encouraged to ask simple geographical questions; Where is it? What's it like?Use NF books, stories, maps, atlases pictures/photos and internet as sources of information.Investigate their surroundingsMake appropriate observations about why things happen.Make simple comparisons between features of different places. | Begin to ask/initiate geographical questions.Use NF books, stories, atlases, maps, pictures/photos and internet as sources of information.Begin to collect and record evidenceAnalyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. | Ask and respond to questions and offer their own ideas.Extend to satellite images, aerial photographsInvestigate places and themes at more than one scaleCollect and record evidence with some aidAnalyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps | Begin to suggest questions for investigatingBegin to use primary and secondary sources of evidence in their investigations.Investigate places with more emphasis on the larger scale; contrasting and distant placesCollect and record evidence unaidedAnalyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life | Suggest questions for investigatingUse primary and secondary sources of evidence in their investigations.Investigate places with more emphasis on the larger scale; contrasting and distant placesCollect and record evidence unaidedAnalyse evidence and draw conclusions e.g. from field work data on land use comparing landuse/temperature, look at patterns and explain reasons behind it |
| Location Knowledge  | Using world maps, atlases and globes, name and locate the world’s seven continents.Name and locate the four countries of the United Kingdom and its surrounding seas. | Using world maps, atlases and globes, name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America.Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.  | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their key physical and human characteristics.Name and locate counties and cities of the United Kingdom geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Prime/Greenwich Meridian. | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.Name and locate counties and cities of the United Kingdom geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.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). | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.Name and locate counties and cities of the United Kingdom geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time .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) . |
| Place knowledge  | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. |
| Human and physical geography. | Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  | Describe and understand key aspects of: physical geography, including: climate zones, mountains, volcanoes and earthquakes. | Describe and understand key aspects of: physical geography, including: climate zones, rivers and mountains.Describe and understand key aspects of Human geography, including: land use and economic activity. | Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains. Describe and understand key aspects of Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. | Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and the water cycle.Describe and understand key aspects of Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. |
| Direction / location | Follow directions (Up, down, left/right, near/ far, forwards/backwards) | Follow directions (Up, down, left/right, near/ far, forwards/backwards)Follow simple compass directions North, South, East and West. | Use 4 compass points to follow/give directions:Use letter/no. co-ordinates to locate features on a map | Use 4 compass points well:Begin to use 8 compass points;Use letter/no. co-ordinates to locate features on a map confidently. | Use 8 compass points;Begin to use 4 figure co- ordinates to locate features on a map. | Use 8 compass points confidently and accurately;Use 4 figure co-ordinates confidently to locate features on a map.Begin to use 6 figure grid refs; use latitude and longitude on atlas maps |
| Drawing maps | Draw picture maps of imaginary places and from stories | Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) | 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 |
| Representation | Use own symbols on imaginary 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 | Use a simple picture map to move around the school;Recognise that it is about aPlace.Use an infant atlas to locate places | Follow a route on a map.Use an aerial photograph to recognise landmarks and human and physical features. 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 photographsSelect a map for a specific purpose. (E.g. Pick atlas to find Taiwan, 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 / distance | 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. |
| Fieldwork and observational skill | Use simple fieldwork and observational skills to study the geography our school and its grounds and the key human and physical features of its surrounding environment | Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment | 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.  | 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.  | 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.  | 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.  |

 Geographical skills and fieldwork