



Progression of skills in Geography

Area of learning	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge and Place knowledge	See knowledge and skills organisers	<p>I can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas</p> <p>I understand similarities and differences of a small area of the UK & contrasting non-European country.</p>	<p>I can name & locate world's 7 continents and 5 oceans.</p> <p>I understand geog. similarities and differences through studying the human & physical geography of a small area of the UK & contrasting non-European country.</p>	<p>I can locate the world's countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I understand how some aspects have changed over time.</p> <p>I can understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country</p>	<p>I can name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers.</p> <p>I understand how some aspects have changed over time.</p> <p>I can understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country</p>	<p>I know some of the world's countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (I also draw on the case study of Europe in lower KS2).</p> <p>I can explain how aspects have changed over time.</p>	<p>I can name/ locate cities & counties of the UK</p> <p>I know more about the geographical regions of the UK & their identifying physical and human characteristics, including more cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts</p> <p>I can explain how aspects have changed over time.</p> <p>I can identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. day & night).</p>
Fieldwork	I can use some of my senses to observe places	I can use simple fieldwork and observational skills to study the geography of my	I use first hand observation to investigate places - the	I use fieldwork to observe, measure and record some of the human and physical features of a	I use fieldwork to observe, measure and record some of the human and physical features in the local	I use fieldwork to observe, measure & record human & physical features in the local area using a range	I use fieldwork to observe, measure & record human & physical features in the local area using a

	I can identify simple types of buildings & places around me and know their own special features	school and its grounds. I can complete a chart to express opinions during Fieldwork.	school grounds, the streets around and the local area. I can recognise and record different types of land use, buildings and environments.	familiar area using sketch maps and graphs. I can conduct surveys. I am able to use simple equipment to measure and record.	area using sketch maps and graphs. I can also investigate the types of shops, services and housing in the local area. I can carry out a simple questionnaire. I can apply mathematical skills in data handling to Geography fieldwork.	of methods, including sketch maps, plans, graphs& digital technologies. I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes.	range of methods, including sketch maps, plans, graphs& digital technologies. I can carry out a focused in depth study, looking at issues/changes in the area. I can imagine how & why area may change in future.
Use of basic geographical vocabulary	I know & can use simple geographical vocabulary e.g. near/far up/down, wet, and dry. I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house.	I use and understand basic geographical specific vocabulary relating to human and physical geography.	I can use specific key vocabulary to describe physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) key human features (city, town, village, factory,farm, house, office, port, harbour, shop, address) I can use mathematical vocabulary to describe position and location	I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, and rainfall, key, urban, rural, human, and physical to describe places or geographical features in different ways.	I am beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.	I introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.	I confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes. I can provide greater detail of geographical regions of the UK & their identifying physical and human characteristics using specific geographical vocabulary.
Using globes, maps & plans.	I show an interest in globes & maps. I can draw my own simple picture maps, plans with labels of places I know,	I can use world maps, atlases and globes to identify UK & its countries I can identify the location of hot and cold areas of the	I can use world maps, atlases and globes to identify UK & its countries I can identify the countries, continents and oceans studied.	I can locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human	I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including cities, rivers,	I can locate the world's countries, using maps to focus on North & South America. I realise purpose, scale, symbols and style are related.	I can use a globe & maps & some OS symbols on maps to name and locate UK counties & cities I can use 1:10.000 and1:25.000

	<p>or imaginary places/ stories.</p> <p>I may use my own symbols.</p>	<p>world in relation to the Equator and the North and South Poles.</p>	<p>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>characteristics, countries, and major cities.</p> <p>I can understand need for a key.</p> <p>I understand the purpose of maps.</p>	<p>mountains, hills, key topographical features, land-use patterns;</p> <p>I can use atlases to find places using index/ contents.</p> <p>I am beginning to understand scale and distance on a map, using and applying mathematical skills.</p>	<p>I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p>	<p>Ordnance Survey maps.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied.</p> <p>I can show the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe.</p>
Map work skills	<p>I can follow directions – up, down, left and right</p>	<p>I can follow a route on prepared maps (left/right) & find information.</p> <p>I can make a simple map (e.g. from a story).</p>	<p>I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p>	<p>I can use the 8 points of a compass.</p> <p>I can use simple grids with letters and numbers and 4-figure coordinates to locate features.</p>	<p>I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.</p>	<p>I can use Ordnance Survey maps at different scales.</p> <p>I can, draw a detailed sketch map using symbols and a key.</p>	<p>I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.</p>

		I can use & construct basic symbols in a key	I can use simple compass directions (NSEW) I can use & construct basic symbols in a key	I can use plans. I can begin to use smaller scale aerial views.	I can map evidence from fieldwork e.g. sketch annotated views. I can use aerial photos and satellite images. I can use oblique aerial views.	I can align a map with route.	I know directions in neighbourhood. I can understand and use 6 figure grid references to Interpret OS maps.
Human and physical geography: enquiry skills and communication	With guidance, I can use secondary sources – pictures, photos, stories, films to find out about a place I can tell you what a place is like in simple terms	I can use observational skills and ask and respond to questions. I can identify seasonal/ daily UK weather patterns I am beginning to study the key human and physical features of the surrounding environment of my school	I can use observational skills and ask and respond to questions. I can identify seasonal/ daily UK weather patterns I can study the key human and physical features of the surrounding environment of my school I begin to explain how/why I can find information from aerial photographs. I use and apply Maths to help me to show learning	I can explain volcanoes/ earthquakes in simple terms. I am beginning to describe key aspects of human geography including types of settlement and land use. I can communicate geog. information in a variety of ways, including through maps and writing at length I can identify differences between places.	I can describe & understand key aspects of: physical geography, including rivers and mountains. I can describe the water cycle using a diagram. I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. I can communicate geog. information in a variety of ways, including through maps and writing at length I apply mathematical skills when using geog. data etc.	I know location of places of global significance, their defining physical & human characteristics and how they relate to one another I can understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.	I can describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time I can describe in detail types of settlement, land use, economic activity including trade links. I can describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied. I regularly use/ apply maths skills in my work