

Geography Progression in Skills

Key subject	ЕУFS	Year I	Year 2	Year 3	Year 4	Year 5	Year 6	
areas								
National	Development	By the end of KSI chil		By the end of KS2 children will:				
Curriculum	matters:	-Name and locate th				o focus on Europe (incli		
	Draw	continents and five o				entrating on their envir	onmental regions, key	
	information	-Name, locate and ic	0.0	physical and human c		0		
	from a simple	characteristics of the	0		U U	United Kingdom, geogr	, ,	
	map. Describe	capital cities of the U	U			cteristics, key topograpl		
	'	its surrounding seas				rs), and land-use patte	rns; and understand	
	what they see,	-Understand geogra	,	how some of these asp	U			
	hear and feel	and differences throu		1		ititude, longitude, Equa		
	whilst outside.	human and physical				s of Cancer and Capric		
	Recognise some	small area of the Un				an and time zones (inc	0 0	
	environments	of a small area in a	contrasting non-			differences through the		
	that are	European country		physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America -Describe and understand key aspects of: Physical geography, including: climate zones,				
	different from	-Identify seasonal a						
	the one in which	patterns in the United	· · · · · · · · · · · · · · · · · · ·					
	they live.	location of hot and a world in relation to t	· ·	ŭ	bells, rivers, moliniai	ns, volcanoes and earth	rquakes, and the water	
	Understand that	North and South Pol	r	cycle	and how acrosts of Hi	ıman geography, includ	dings tupes of	
		-Use basic geograph				rcluding trade links, an		
	some places are	refer to key physical	U	natural resources incl				
	special to	beach, cliff, coast, fo	Ü			and present the human	and physical features	
	members of	sea, ocean, river, soi				including sketch maps,		
	their	season and weather	is, massag, magasasasi i,	and digital technologic		741 00000000	7,700,000,000,000,000,000,000,000,000,0	
	community.	-Use basic geograph	ical vocabulary to					
	Recognise some	refer to key human fo						
	environments		city, town, village, factory, farm, house,					
	that are		office, port, harbour and shop					
		- Üse simple fieldwo.	rk and observational					
	different from	skills to study the ge	ography of their					
	the one in which	school and its groun						



Progression in Skills

V	they live.	human and physical	features of its				
	Recognise some	surrounding environ	ment.				
	similarities and						
	differences						
	between life in						
	this country						
	and life in other						
	countries.						
	Describe what						
	they see, hear						
	and feel whilst						
	outside. Explore						
	the natural						
	world around						
	them.						
	Understand the						
	effect of						
	changing						
	seasons on the						
	natural world						
	around them.						
Locational	Identifying land	Locating two of the	Locating all the	Locating some	Locating the		Locating more
knowledge	and water on a	world's seven	world's seven	countries in Europe	world's most	countries in Europe	countries in Europe
	map or globe	continents on a	continents on a	and North and	significant	and North and	and North and
	Making	world map. Locating two of the	world map. Locating the	South America using maps. Locating some	mountain ranges on a world map	South America using maps. Locating	South America using maps. Locating
	observations	world's oceans	world's five oceans	major cities of the	and identifying any	major cities of the	major cities of the
	about the	(Atlantic Ocean	on a world map.	countries studied.	patterns. Locating	countries studied.	countries studied.
	characteristics	and Pacific Ocean)	Showing on a map	Locating some key	where the world's	Locating key	Locating key
	of places (in	on a world map.	the oceans nearest	physical features in	volcanoes are on a	physical features in	physical features in
	stories,	Showing on a map	the continent they	countries studied on	map and	countries studied on	countries studied on
			live in	a map including	identifying the	a map . Locating key	a map . Locating key



Progression	in	Skills
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photographs or in the school grounded local area).* Locating the four countries of the United Kingdom (MS) on a map of this area. Locating its four countries of the Miss area. Locating its four countries of the Miss area. Locating the four countries of the Miss area. Locating the four countries of the Miss area. Locating the four countries of the four countries of the four country they live in and locating its capital cities of the four country they live in and locating its capital cities of the four country they live in and locating the four countries of the Miss area. Locating the four countries of the four countries of the four country they live in and locating the four countries of the four country they live in an area the Miss area. Locating the four countries of the four countries and identifying any patterns. Locating the four countries of the four countries and identifying any patterns. Locating the four countries of the four countries and identifying any patterns. Locating the four countries of the four countries of the four countries and identifying any patterns. Locating the four countries of the four countries of the worlds climate and identifying any patterns. Locating the four countries of the four countries of the four countries of the worlds climate and identifying any patterns. Locating the four c	Progression in	i Skills						•
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Progression i	n Skills						
Place knowledge	Discussing how environments in stories and images are different to the environment they live in.	Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country.	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.



Progression in Skills

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					have different lives		
					to people in the UK.		
Human &	Observing	Describing how the	Locating some hot	Describing and	Describing and	Describing and	Describing and
Physical	weather across	weather changes	and cold areas of	understanding types	understanding	understanding	understanding
Geography	the seasons.	with each season	the world on a	of settlement and	types of settlement	economic activity	economic activity
	Observing and	in the UK.	world map.	land use. Explaining	and land use.	including trade	including trade
	discussing the	Describing the	Locating the	why a settlement and	Explaining why a	links. Suggesting	links. Suggesting
	Į ,	daily weather	Equator and North	community has	settlement and	reasons why the	reasons why the
	effect the	patterns in their	and South Poles on	grown in a	community has	global population	global population
	changing	locality.	a world map.	particular location.	grown in a	has grown	has grown
	seasons have on	Confidently using	Locating hot and	Explaining why	particular location.	significantly in the	significantly in the
	the world	the vocabulary	cold areas of the	different locations	Explaining why	last 70 years.	last 70 years.
	around them.	'season' and	world in relation to	have different	different locations	Describing the 'push'	Describing the 'push'
	Beginning to use	'weather'.	the Equator and	human features.	have different	and 'pull' factors	and 'pull' factors
	the names of the	Recognising some	the North and	Explaining why	human features.	that people may	that people may
	seasons in the	physical features	South poles.	people might prefer	Explaining why	consider when	consider when
		in their locality.	Describing the key	to live in an urban	people might prefer	migrating.	migrating.
	correct context.	Recognising some	physical features	or rural place.	to live in an urban	Understanding the	Understanding the
		human features in	of a coast using	Describing how	or rural place.	distribution of	distribution of
		their locality	subject specific	humans can impact	Describing how	natural resources	natural resources
			vocabulary	the environment both	humans can	both globally and	both globally and
			Describing and	positively and	impact the	within a specific	within a specific
			understanding the	negatively, using	environment both	region or country	region or country
			differences between	examples.	positively and	studied. Recognising	studied. Recognising
			a city, town and		negatively, using	geographical issues	geographical issues
			village. Describing		examples.	affecting people in	affecting people in
			the key human			different places and	different places and
			features of a			environments.	environments.
			coastal town using			Describing and	Describing and
			subject specific			explaining how	explaining how
			vocabulary.			humans can impact	humans can impact
						the environment both	the environment both
						positively and	positively and
						negatively, using	negatively, using
						examples	examples



Geographical akilla & fieldwork	Ask questions about the world around them	Ask questions about the world around them	Recognising the are different way to answer question.
	Commenting on the features they see in their school and school grounds Creating some of the features they notice in their school and school grounds.	Commenting on the features they see in their school and school grounds Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Discussing to features they see the surrounding the school when an answering simple questions about the armounding the surrounding the school grounds.
	Expressing their likes and dislikes about a specific place and its features, beginning to explain their	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its	Collecting quantitative da through a sma survey of the loc area/school answer an enqui question. Classifying

features

reasoning.

Classifying the features they notice into human and physical with teacher support. Taking digital photographs geographical features the locality. Making

Beginning to choose the best approach to answer an enquiry question

Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical leatures in their local environments.

Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect

Beginning to choose the best approach to answer an enquiry question

Mapping land use

in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and twostep geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire 1

Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.

Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.

Selecting appropriate methods for data collection. Designing interviews/questionn aires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.

Using GIS (Geographical Information Systems) to plot data sets (e.g. prevalence of crime in certain

Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.

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digital audio recordings when interviewing someone. Presenting data in simple tally charts or pictograms and commenting what the data shows. Asking and answering simple questions about data.

quantitative fieldwork data.

Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/intervi ews to collect qualitative fieldwork data.

Presenting data
using plans,
freehand sketch
maps, annotated
drawings, graphs,
presentations,
writing and digital
technologies when
communicating
geographical
information.
Suggesting different
ways that a locality

interviews to collect quantitative fieldwork data.

Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/inter views to collect qualitative fieldwork data.

Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical

areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionn aires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork

Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.

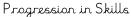
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Progression	in	Skills

Progression i	r Skills						•
i xuyi essuri t xi				could be changed and improved. Finding answers to geographical	information. Suggesting different ways that a locality could be	Evaluating evidence collected and suggesting ways to improve this.	Evaluating evidence collected and suggesting ways to improve this.
				questions through data collection. Analysing and presenting quantitative data in charts and graphs.	changed and improved. Finding answers to geographical questions through data collection. Analysing and	Analysing quantitative data in pie charts, line graphs and graphs with two variables.	Analysing quantitative data in pie charts, line graphs and graphs with two variables.
					presenting quantitative data in charts and graphs.		
Geographical akilla & fieldwork continued	Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple	Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's	Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical
	questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds.	seven continents (Europe and Asia). Using an atlas to locate the Atlantic Ocean and Pacific Ocean. Using directional language to	the world's five oceans Using locational language and the compass points (N, S, E, W) to describe the location of features	beginning to use digital mapping to recognise and describe physical features and human features in countries studied. Using the scale bar on a map to estimate distances.	beginning to use digital mapping to recognise and describe physical features and human features in countries studied. Using the scale bar on a map to	and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g.	and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g.





Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, nonfiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary

describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.

Recognising local landmarks on aerial photographs. Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple

on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route.

Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to

Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map

Beginning to use the

key on an OS map to

name and recognise key physical and human features in regions studied. Accurately using 4figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an

estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map

Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N. S.

distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey aymbols on maps and locating features using sixfigure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose.

settlement

Confidently using the key on an OS map to name and recognise key physical and human

settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey aymbols on maps and locating features using sixfigure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose.

Confidently using the key on an OS map to name and recognise key physical and human



CLUI

Progression in	ı Skills						
·	maps even if	pictures or	make a simple key.	aerial photograph	E, W on an OS	features in regions	features in regions
	features are	symbols. Drawing	Drawing a simple	and then locating	map. Making and	studied. Accurately	studied. Accurately
	indistinguishabl	a simple sketch	sketch map of the	these on an OS map	using a simple	using 4 and 6-	using 4 and 6-
	Ĭ	map of the	playground or	of the same locality	route on a map.	figure Grid	figure Grid
	L L	classroom and	school grounds	and scale in regions	Labelling some	References to locate	References to locate
		playground using	using symbols to	studied	features on an	features on a map in	features on a map in
		simple pictures,	represent human		aerial photograph	regions studied.	regions studied.
		colours or symbols	and physical		and then locating	Confidently locating	Confidently locating
		to represent	features. Finding a		these on an OS	features using the 8	features using the 8
		features. Adding	given OS symbol		map of the same	points of a compass.	points of a compass.
		labels to sketch	on a map with		locality and scale	Following a short	Following a short
		maps. Using simple	support. Beginning		in regions studied	pre-prepared route	pre-prepared route
		picture maps and	to draw objects to		-	on an OS map.	on an OS map.
		plans to move	scale (e.g. show the			Identifying the 8	Identifying the 8
		around the school.	school playground			compass points on	compass points on
			is smaller than the			an OS map.	an OS map.
			achool or achool			Planning a journey	Planning a journey
			field). Using an			to another part of	to another part of
			aerial photograph			the world using six	the world using six
			to draw a simple			figure grid	figure grid
			sketch map using			references and the	references and the
			basic symbols for			eight points of a	eight points of a
			a key.			compass.	compass.