

Progression in Geography Skills

Skills	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Locational Knowledge	Understand how some places are linked to other places e.g. roads, trains	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p>	<p>Identify where countries are within the UK and the key topographical features</p> <p>Name and locate the cities of the UK</p> <p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Southern Europe Identify capital cities of Europe.</p>	<p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Locate the main countries in Europe and North America. Locate and name principal cities.</p>	<p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Locate the main countries of Northern Europe Identify capital cities of Europe.</p>	<p>Locate the main countries in South America. Locate and name principal cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>
Place Knowledge	Understand geographical similarities and differences through studying the human and physical	Understand geographical similarities and differences through studying the human and physical	Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level.	<p>Know about the wider context of places – region, country</p> <p>Understand why there are similarities</p>	Compare a region in UK with the arctic with significant differences and similarities	Compare a region in UK with a region in S. America with significant differences and similarities.

Skills	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
	geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides	Understand why there are similarities and differences between places Develop an awareness of how places relate to each other	and differences between places		
Human &Physical Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>*key physical features, including forest, hill, mountain, soil, valley, vegetation.</p> <p>*key human features, including city, town, village,</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>*key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>*key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the</p>	<p>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</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Identify physical and human features of the locality</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, Looking at their natural features e.g. rivers, hills and mountains. Purpose of these natural features and how they are used.</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Types of settlements in Viking Britain linked to History.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition</p> <p>Understand how humans affect the environment over time</p> <p>Know about changes to the world environments over time</p>

Skills	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
	factory, farm, house, office.	world in relation to the Equator and the North and South Poles	Explain about weather conditions/patterns around the UK and parts of the Europe			
Geographical Skills & Field work	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds</p> <p>Use simple maps of the local area e.g. large scale print, pictorial etc.</p> <p>Use locational language (e.g. near and far, left and right) to describe the location of features and routes</p> <p>Make simple maps and plans e.g. pictorial place in a story</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and</p>	<p>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... continues?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why</p> <p>Communicate findings in ways appropriate to</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>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.</p> <p>Use four figure grid references</p> <p>Use the 8 points of a compass</p> <p>Make plans and maps using symbols and keys.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>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.</p> <p>Use fieldwork instruments e.g. camera, equipment to measure speed of flow of water</p> <p>Understand and use a widening range of geographical terms</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world</p> <p>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.</p>

Skills	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
		<p>construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>the task or for the audience</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office, land, use, sustainability, tributary, trade links etc.</p> <p>Make more detailed fieldwork sketches/diagrams Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features</p>		<p>e.g. specific topic vocabulary – biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – volcanoes and earthquakes, urban, rural, land,</p>