

Progression of skills in Geography

	Years 1 and 2	Year 3 and 4	Year 5 and 6
Geographical Enquiry	<ul style="list-style-type: none"> • Name and describe physical and human features in the school and local environment. • Use photos and simple street plans to find places in the local environment. • Talk about features of the local environment that are liked and Disliked • Discuss the key human and physical features of the school and its surrounding environment. • Sort, group and compare physical and human features in the local environment. • Use maps and simple street plans to locate places and features in the locality and further afield. Talk about and compare features of the local Environment. 	<ul style="list-style-type: none"> • To be able to use an 8-point compass. • To understand basic symbols on a map (church, railway, telephone, school, parking) • Observe, measure and record human features in your local area. • To be able to use an eight point compass to give direction. • To be able to identify a four figure grid reference. • Explore more symbols on a map. • Create a key for a simple map. • Observe, measure and record human and physical features in your local area, using a range of methods including sketch maps and graphs. 	<ul style="list-style-type: none"> • To be able to identify a six figure grid reference. • To understand symbols on a map. • Create a key for a map for a local area. • Compare maps from Up and America. • Explore maps over time. • Observe, measure and record human and physical features in your local area, using a range of methods including digital technology • To be able to identify a six figure grid reference. • To understand symbols on an ordnance survey map. • Create a key for a map. • Compare maps from UK and other countries. • Compare maps over time. • Observe, measure and record human and physical features in your local area, using a range of methods.
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries. • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]. • Use aerial photographs, devise a simple map and use and construct basic symbols in a key. • Use simple fieldwork and 	<ul style="list-style-type: none"> • Use maps and globes to locate a country and compare to a European country. • Use maps, atlases and globes to locate a country and compare to another country with different characteristics. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and technology to locate a country and compare to another, and describe characteristics. • Use maps, atlases ,globes and technology to locate a country and compare to another, and describe characteristics.

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	<p>observational skills to study the geography of their school and its grounds. I.e. creating a map of the school.</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (8 points) to show direction on a map, and give instructions. • Carry out a small local survey, e.g. traffic, litter, land use. <p>Identify a range of geographical features on maps.</p> <ul style="list-style-type: none"> • Use aerial photographs, and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 		
<p>Location & Place knowledge</p>	<ul style="list-style-type: none"> • 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 • Compare UK to another country. 	<ul style="list-style-type: none"> • Locate the world's countries in Europe (including major cities) and the Seas, and identify them on a map, globe and use an atlas. • Name and locate countries and cities of the UK and recognise human and physical Characteristics • Locate the world's countries in Europe and the Seas and Oceans, focus on the physical and human characteristics. • Name and locate countries and cities of the UK and identify key topographical 	<ul style="list-style-type: none"> • Locate the world's countries, using maps to locate North and South America (including major cities) and the seas and oceans. • Name and locate countries and cities of the UK and understand how land-use patterns have changed over time. • To understand and identify human and Physical characteristics of both Europe and North and South America (including the major cities). • Name and locate countries and cities of the UK and understand how land-use patterns and both human and Physical characteristics have changed over time.

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		<p>features (including hills, mountains, coasts and rivers).</p>	
<p>Human and Physical</p>	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom. • To be able to understand and identify the following on pictures and simple Maps. • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather. • key human features, including: city, town, village, factory, farm, house, office, harbour and shop <p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> • 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 human and physical geography • Identify seasonal and daily weather patterns location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>To be able to identify and explain the following on pictures and simple maps.</p>	<ul style="list-style-type: none"> • Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles. • Talk about and describe the function of features and landmarks within a locality. • Describe and compare patterns and changes within the local environment. • Identify a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes. • Identify a range of simple human processes, e.g. types of settlement and land use. • Identify and describe the way in which physical and human processes can change the features of a locality. 	<ul style="list-style-type: none"> • Identify an increasing range of physical processes, e.g. climate zones and biomes. • Identify an increasing range of human processes, e.g. economic activity including trade links. • Give simple explanations for the location of human and physical features within a locality. • Identify a range of physical processes, e.g. vegetation belts and the water cycle. • Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water. • Identify and describe in detail the impact of change on the lives of people in a given locality. • Compare and contrast an increasing range of geographical patterns.

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	<ul style="list-style-type: none"> • 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 <p>Geographical skills and fieldwork</p>		
Sustainability	<ul style="list-style-type: none"> • Discuss the things they like and don't like about the school environment. • Talk about how the school environment could be change or making awareness of an issue. • Use narratives to support this i.e. recycling • Discuss the things they like and don't like about the local environment. • Talk about how the local environment could be change or making awareness of an issue. • Use narratives to support this i.e. recycling 	<ul style="list-style-type: none"> • Give reasons for thoughts and views about a locality. • Talk about and describe how people try to improve and sustain their environment. • Give reasons for an environmental issue. • Justify reason, thoughts and views with factual information. • Provide factual evidence to support ways in which people can improve and sustain the environment. • Use a range of sources of evidence to support environmental issues. 	<ul style="list-style-type: none"> • Talk about and give reasons for own and others views about changes to the environment. • Talk about and describe how people's actions can damage and improve the environment. • Talk about and describe reasons for global environmental issues. • Recognise and describe the different views that people may hold when changes are made to the environment. • Talk about and describe the ways in which groups try to manage an Environment's sustainability. • Describe how decisions made about places and environments can impact on the lives of the people who live there.