

Progression in skills for Geography

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Geographical skills	<ul style="list-style-type: none"> • Use NSEW compass directions • Look at maps • Draw own map real or imaginary • Look at aerial photographs and begin to identify places • Begin to follow a route on a map using age appropriate directional language 		<ul style="list-style-type: none"> • Use 8 compass points to give or follow directions • Be introduced to numbers as coordinates. Y4 – use 4 figure grid references • Begin to recognise map symbols • Use maps to identify features of a place • Be able to use atlases to find out about features of a place • Use digital maps • Use satellite images and aerial photographs of different places. 		<ul style="list-style-type: none"> • Use 8 compass points to give or follow directions • Use 6 figure grid references to locate features on a map • Use maps and atlases in different scales to identify features of a place • Follow a route on a map • Create own maps using primary and secondary sources of evidence. 	
Field Work	<ul style="list-style-type: none"> • Investigate their surroundings • Make observations about where things are around school and the local area • Express their own views about places and the local area. • Use a camera in the field, with help, to record what they have seen • Experience simple scale drawings of the local area. • Experience simple plan views 	<ul style="list-style-type: none"> • Begin to collect and record evidence with support • Use simple fieldwork and observational skills to study school and grounds • Investigate similarities and differences in local areas • Gather data about specific areas being studied • Join labels to correct features on plans, maps and photographs 	<ul style="list-style-type: none"> • Collect and record evidence • Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps • Use a variety of sources of evidence to express views about the area being studied • Record their investigation • Draw plan views 		<ul style="list-style-type: none"> • Collect and record evidence independently • Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it • Use a variety of sources of evidence to express views about the area being studied • Select and use a range of measuring instruments and investigations • Begin to draw maps based on their own data • Make a map of a short route experienced with features in correct order • Use a database to interrogate and amend data collected • Draw a plan view with some accuracy 	

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Place knowledge	<ul style="list-style-type: none"> Identify and describe where places are in the UK Make simple comparisons between features of different places 	<ul style="list-style-type: none"> Identify and describe where some places are around the world Make simple comparisons between features of different places in this country Recognise how places are linked to other places in the world Compare and contrast a small area of the United Kingdom with a small area in a non-European country 	Identify and describe where places are around the world			
			<ul style="list-style-type: none"> Study of human and physical geography of a region in Europe Begin to identify significant places and environments Compare and contrast areas within Europe 	<ul style="list-style-type: none"> Study of human and physical geography of a region of the United Kingdom Identify significant places and environments 	<ul style="list-style-type: none"> Identify significant places and environments Compare and contrast areas within are being studied 	
Locational knowledge	<ul style="list-style-type: none"> Learn names of countries within the United Kingdom Learn names of cities and surrounding seas in the United Kingdom Begin to identify country boundaries on different scale maps of the UK Recognise UK on a small scale and larger scale map 	<ul style="list-style-type: none"> Name and locate the worlds' seven continents and five oceans Begin to identify country boundaries on different scale maps of countries around the world 	<ul style="list-style-type: none"> Name and locate counties and main cities of UK (Y4) and Europe (Y3) concentrating on environmental regions, key physical and human characteristics, countries and major cities. Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them 	<ul style="list-style-type: none"> Use maps to name and locate areas and cities of area being studied Identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them Identify time zones across the world Identify key topographical features of the area being studied (e.g. Hills, mountains, coasts and rivers) Use latitude and longitude on atlas maps and globes 		

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Human and physical geography	<ul style="list-style-type: none"> • Use geographical vocabulary including: beach, cliff, coast, sea, for physical features. • Use geographical vocabulary including: city, town, port, factory, farm for human features. • Recognise human and physical features in the local area • Describe what places are like • Identify seasonal and daily weather patterns in the UK 	<ul style="list-style-type: none"> • Use geographical vocabulary as year one and including: forest, vegetation, ocean, weather for physical features • Use geographical vocabulary as Year One including: city, town, harbour, port, factory, farm for human features • Recognise human and physical features of non-European countries studied • Identify hot and cold areas of the world in relation to the equator and the North and South Poles. 	<ul style="list-style-type: none"> • Use appropriate geographical vocabulary related to the topic 			<ul style="list-style-type: none"> • To learn about settlements and environmental impact • Recognise how and why people may seek to manage environments sustainably 	<ul style="list-style-type: none"> • Investigate how decisions about places and environments affect the future quality of people's lives. • Recognise and describe biomes and vegetation belts around the world
			<ul style="list-style-type: none"> • Recognise how places have become the way they are and how they continue to change • Identify and learn about volcanoes and earthquakes 	<ul style="list-style-type: none"> • Recognise how people can improve an environment or destroy it. 			