



**Geography**  
**A Progression of Skills - Year 1**

Locational Knowledge	<ol style="list-style-type: none"> <li>1. Name and locate own settlement, county, region and country within the United Kingdom e.g. on a large map of the British Isles or world.</li> <li>2. Name and locate places and journeys within own experience e.g. mark on a pictorial local map the location of the school, location of homes of children in class etc</li> </ol>
Human and Physical Geography	<ol style="list-style-type: none"> <li>1. Understand and use the following vocabulary: <ul style="list-style-type: none"> <li>• Physical features: forest, hill, wood, mountain, sea, beach, ocean, river, season and weather.</li> <li>• Human features: city, town, village, factory, farm, house, flat, office, shop, road, street, car park.</li> </ul> </li> <li>2. Identify seasonal and daily weather patterns in the UK (e.g. keep a daily class weather chart and discuss changes)</li> </ol>
Place Knowledge	<ol style="list-style-type: none"> <li>1. Locating Places - say where a place is in relation to e.g. the school or from own home, near, far away.</li> <li>2. Describing Features of Places - talk about/describe what a familiar place is like (e.g. noisy, quiet, busy, streets, roads, woods etc) and the types of buildings that are there (e.g. houses, shops, flats, factory, offices etc)</li> <li>3. Comparing Places - make simple comparisons between places e.g. ....is a quiet place but ....is a noisy place.</li> <li>4. Changes - describe how a place is changing e.g. new houses being built.</li> <li>5. Links Between Places - know some of the reasons why people travel between places e.g. work, school, holidays, leisure.</li> </ol>
Geographical Skills and Fieldwork	<p><b>Mapping</b></p> <ol style="list-style-type: none"> <li>1. Style of Map - picture maps and globes</li> <li>2. Direction/Location - follow directions (up, down, left/right, forwards/backwards)</li> <li>3. Drawing Maps/Plans - draw picture maps of imaginary places and from stories.</li> <li>4. Drawing Maps &amp; Plans - draw a 'memory map' of a walk i.e. pick up e.g. sticks, stones, leaves and use these to create a map representing the journey</li> <li>5. Drawing Maps &amp; Plans - use different sized blocks to create a 'plan view' of the school and draw around objects to make a plan.</li> <li>6. Representation - use own symbols on imaginary map.</li> <li>7. Using Maps - begin to explore infant atlases</li> <li>8. Using Maps - with support, find location of local and well-known places within own experience on a large UK picture map</li> <li>9. Using Maps - use a simple picture map to move around the school</li> <li>10. Scale/Distance - use relative vocabulary (e.g. bigger/smaller, longer/shorter)</li> </ol> <p><b>Fieldwork</b></p> <ol style="list-style-type: none"> <li>11. Data Collection - use observation to collect simple data about the school environment</li> <li>12. Data Collection - record collected data in simple charts e.g. pictograms, block charts</li> <li>13. Field Sketching - draw simple features they observed in familiar environments</li> <li>14. Field Sketching - Add colour and textures to prepared sketches.</li> <li>15. Photography - use a camera/ipad to take photos of the school/local environment and use them to help describe a place.</li> <li>16. Video/Audio Recording - recognise a video/recording as a record of what they have seen/heard in a geographical location.</li> </ol>



## Geography

### A Progression of Skills - Year 2

Locational Knowledge	<ol style="list-style-type: none"> <li>1. Name and locate the world's seven continents and five oceans</li> <li>2. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ol>
Human and Physical Geography	<ol style="list-style-type: none"> <li>1. Understand and use the following vocabulary:                     <ul style="list-style-type: none"> <li>• Physical features: beach, <b>cliff</b>, <b>coast</b>, forest, wood, hill, mountain, <b>farmland</b>, sea, ocean, river, <b>soil</b>, <b>valley</b>, <b>vegetation</b>, season and weather</li> <li>• Human features: city, town, village, factory, farm, house, flat, office, <b>port</b>, <b>harbour</b>, shop, road, street, car park</li> </ul> </li> <li>2. Identify seasonal and daily weather patterns in the UK and hot and cold areas of the world (relating to the equator and North and South Poles)</li> </ol>
Place Knowledge	<ol style="list-style-type: none"> <li>1. Locating Places - Say where a place is with regards to the place name, country, continent</li> <li>2. Describing Features of Places - Describe the types of buildings in a place and use this information to decide whether a place is a city, town, village, coastal, rural etc</li> <li>3. Comparing Places - Identify similar places eg, seaside towns</li> <li>4. Comparing Places - Identify differences between places e.g. town and village</li> <li>5. Changes - Identify why places have changed and become as they are e.g. lots of shops/offices bring lots of people and make places busier, farmland is quiet because there are not many people living there or much need for people to go there</li> <li>6. Links Between Places - Identify how places are linked e.g. by paths, roads, rail, air and sea</li> <li>7. Links Between Places - Know reasons why people travel between familiar places and how they would travel there</li> </ol>
Geographical Skills and Fieldwork	<p><b>Mapping</b></p> <ol style="list-style-type: none"> <li>1. Style of Map – Use teacher-drawn base maps/ Infant atlas/Computer mapping (Google Earth)/Globes.</li> <li>2. Direction/Location - Use 4 compass points to follow/give directions.</li> <li>3. Drawing Maps/Plans - Draw a simple map of a real place.</li> <li>4. Drawing Maps/Plans - Look down on objects to make a simple plan view map.</li> <li>5. Representation - Begin to understand the need for a key.</li> <li>6. Representation - Use class agreed symbols to make a simple key e.g. colours or symbols to identify main physical and human features</li> <li>7. Using Maps - Use an infant atlas to locate places.</li> <li>8. Using Maps - Find land/sea on a globe.</li> <li>9. Using Maps - Locate and name on a UK map major features e.g. England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, River Thames, home location, surrounding seas.</li> <li>10. Using Maps - Locate and name on a world map the seven continents and five oceans.</li> <li>11. Using Maps - Understand that a world map shows all the countries in the world.</li> <li>12. Using Maps - Identify places on a computer map (Google Earth)</li> <li>13. Using Maps - Follow a route on a map with agreed symbols to move around the school.</li> <li>14. Scale/Distance - Begin to spatially match places (e.g. recognise the UK on a small scale and on a larger scale map)</li> </ol> <p><b>Field Work</b></p> <ol style="list-style-type: none"> <li>15. Data Collection - Use observation to collect data about e.g. the environment close to the school or the weather.</li> <li>16. Data Collection - Record collected data in simple charts e.g. tally, bar chart, pictogram</li> <li>17. Field Sketching - Draw outlines of simple geographical features observed in the local environment</li> <li>18. Field Sketching - Join labels to correct features.</li> <li>19. Field Sketching - Add colour, textures and detail to prepared field sketches.</li> <li>20. Photography - Use a camera/ipad to take photos of the local environment and label them with the key geographical features</li> <li>21. Video/Audio Recording - Recognise the features/activities/sounds on a recording from a geographical location.</li> </ol>



## Geography

### A Progression of Skills - Years 3 and 4

Locational Knowledge	<ol style="list-style-type: none"> <li>1. Name and locate counties, cities and geographical regions of the UK (link to locations of hills, mountains and rivers and those counties and cities in proximity to the locality)</li> <li>2. Identify key topographical features of UK including hills, mountains and rivers (e.g. Cambrian Mountains, Grampian Mountains, Lake District, Pennines, River Thames, River Severn, River Trent)</li> <li>3. Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on the environmental regions, key physical and human characteristics (rivers, deserts, mountains etc), countries, and major cities</li> <li>4. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</li> </ol>
Human and Physical Geography	<p><b>Teach through study of UK and Europe</b></p> <ol style="list-style-type: none"> <li>1. Understand and use the following vocabulary: As for Y2 plus: <ul style="list-style-type: none"> <li>• Physical geography: climate zones, temperature, rivers, mountains.</li> <li>• Human geography: types of settlement (e.g. market town, industrial town etc) and land use.</li> </ul> </li> <li>2. Describe and understand key aspects of climate zones (polar, temperate, tropical)</li> <li>3. Describe and understand key aspects of rivers and mountains</li> <li>4. Describe and understand key aspects of types of settlement and land use</li> </ol>
Place Knowledge	<ol style="list-style-type: none"> <li>1. Locating Places - Describe where a place is with regards to the continent, country, region, towns, cities and rivers.</li> <li>2. Describing Features of Places - Describe the physical and human features of places being studied including: climate zones, temperature, rivers, mountains, types of settlement and land use.</li> <li>3. Comparing Places - Make comparisons between the physical and human features of places.</li> <li>4. Comparing Places - Give some reasons for the similarities and differences between places using geographical language.</li> <li>5. Changes - Identify how the human and physical features of a place where people live (settlement) have changed over time.</li> <li>6. Links Between places - Identify how places being studied are linked with the rest of the world.</li> </ol>
Geographical Skills and Fieldwork	<p><b>Mapping</b></p> <ol style="list-style-type: none"> <li>1. Style of Maps - use UK/world maps, junior atlases, aerial/oblique photographs, computer mapping (Google Earth) globes</li> <li>2. Direction/ Location - begin to use 8 compass points</li> <li>3. Direction/ Location - use letter/no. co-ordinates to locate features on a map</li> <li>4. Direction/ Location - begin to use 4 figure grid references to locate features on a map</li> <li>5. Drawing Maps/Plans - make a map of a short route within own experience, with features in the correct order</li> <li>6. Drawing Maps/Plans - draw a simple plan view map e.g. layout of classroom</li> <li>7. Representation - use standard symbols to create a key.</li> <li>8. Representation - recognise some common symbols on an OS map.</li> <li>9. Using Maps - use a junior atlas to locate places using index and contents pages.</li> <li>10. Using Maps - locate places and human/physical features being studied on a globe, UK, world and computer maps (Google Earth) e.g. rivers, mountains, hills, towns and cities</li> <li>11. Using Maps - follow a route on a large scale map (e.g. whilst orienteering)</li> <li>12. Using Maps - identify geographical features on aerial/oblique photographs.</li> <li>13. Scale/Distance - begin to match boundaries (e.g. find the same boundary of a country on different scale maps)</li> <li>14. Scale/Distance - use a variety of large scale maps.</li> </ol>



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|  | <p>15. Scale/Distance - make a simple scale drawing.</p> <p><b>Field Work</b></p> <p>16. Data Collection - collect data/opinions about the local area using observation, questionnaires and a range of measuring equipment.</p> <p>17. Data Collection - record collected data in a variety of ways e.g. bar charts, tally charts, graphs.</p> <p>18. Data Collection - draw conclusions from data about the local area.</p> <p>19. Field Sketching - draw a field sketch of geographical features from observation or photographs</p> <p>20. Field Sketching - annotate field sketches with title, location, direction, descriptive and explanatory labels</p> <p>21. Field Sketching - add colour, texture and detail to own field sketches.</p> <p>22. Photography - identify useful views to photograph for their investigation</p> <p>23. Photography - annotate photographs with titles, labels, date and location</p> <p>24. Photography - suggest how photos provide useful evidence for their investigations</p> <p>25. Photography - identify the location of a photograph on a map</p> <p>26. Video/audio recording - point out useful views/sounds to record for a geographical investigation</p> <p>27. Video/audio recording - watch/listen carefully to and comment on recordings of a geographical location and suggest explanations of what they see.</p> |
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## Geography

### A Progression of Skills - Years 5 and 6

<p>Locational Knowledge</p>	<ol style="list-style-type: none"> <li>1. Name and locate counties, cities and geographical regions of the UK (link to locations of coasts and land use)</li> <li>2. Identify key topographical features of UK including coasts and land use patterns and understand how these have changed over time</li> <li>3. Locate the world's countries, using maps to focus on North and South America concentrating on the environmental regions, key physical and human characteristics, countries, and major cities</li> <li>4. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ol>
<p>Human and Physical Geography</p>	<p><b>Teach through study of UK and North and South America</b></p> <ol style="list-style-type: none"> <li>1. Understand and use the following vocabulary: As for Y3-4 plus             <ul style="list-style-type: none"> <li>• Physical geography: biomes (a large region of earth that has a certain climate and certain types of living things. The main types are tundra, desert, grassland and tropical rainforest) and vegetation belts, volcanoes and earthquakes and the water cycle</li> <li>• Human geography: types of settlement, land use (e.g. agricultural, leisure, industrial, commercial, residential), economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> <li>2. Describe and understand key aspects of the <b>water cycle</b></li> <li>3. Describe and understand key aspects of <b>biomes and vegetation belts</b></li> <li>4. Describe and understand key aspects of <b>volcanoes and earthquakes</b></li> <li>5. Describe and understand key aspects of <b>types of settlement and land use</b></li> <li>6. Describe and understand key aspects of types of <b>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></li> </ol>
<p>Place Knowledge</p>	<ol style="list-style-type: none"> <li>1. Locating Places - describe where a wide range of places are with regards to continents, countries, regions, counties, towns, cities, and rivers.</li> <li>2. Describing Features of Places - describe a wide range of places in terms of their human and physical features: climate zones, temperature, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>3. Comparing Places - compare and contrast places studied using the physical and human features for comparisons, and knowledge of continents, countries, climate, temperature, and economy.</li> <li>4. Comparing Places - give reasons for the similarities and differences between places and understand how physical features of a location can affect human activity (e.g. leisure and tourism in a hot country, settlements near rivers etc)</li> <li>5. Changes - identify how a place where people live (settlement) has changed over time and give some reasons for this referring to human and physical features and land use</li> <li>6. Changes - suggest how a place might change in the future and back ideas up with evidence related to human and physical features</li> <li>7. Links Between Places - identify how places being studied are linked with the rest of the world (focus on trade/economy)</li> </ol>



<p>Geographical Skills and Fieldwork</p>	<p><b>Mapping</b></p> <ol style="list-style-type: none"> <li>1. Style of Maps – use a range of OS maps including medium scale land ranger OS maps, UK/world maps, a range of atlases, aerial/oblique photographs, computer mapping (Google Earth), globes.</li> <li>2. Direction/ Location - use 8 compass points confidently and accurately</li> <li>3. Direction/ Location - use 4 figure and 6 figure grid references to locate features on a map</li> <li>4. Direction/ Location - use latitude and longitude on atlas maps</li> <li>5. Drawing Maps/Plans - draw a variety of thematic maps based on their own data</li> <li>6. Drawing Maps/Plans - draw a plan view map accurately e.g. floor layout of a building or a plan view of an aerial photograph</li> <li>7. Representation - draw a sketch map using symbols and a key</li> <li>8. Representation - use/recognise standard OS map symbols.</li> <li>9. Representation - use atlas symbols</li> <li>10. Using Maps - use atlases to find out about features of places (e.g. wettest part of the world, mountain regions, weather patterns)</li> <li>11. Using Maps - locate places being studied on a globe and recognise a world map as a flattened globe</li> <li>12. Using Maps - locate places and human/physical features being studied on a globe, UK, world, OS and computer maps (Google Earth)</li> <li>13. Using Maps - select a map for a specific purpose. (e.g. pick an atlas to find Taiwan, an OS map to find a local village)</li> <li>14. Using Maps - follow a short route on an OS map.</li> <li>15. Using Maps - compare maps with aerial photographs</li> <li>16. Using Maps - recognise a wider range of geographical features on aerial/oblique photographs and identify patterns (e.g. 'ribbon development', industry around rivers and ports etc)</li> <li>17. Scale/Distance - find/recognise places on maps of different scales (e.g. the River Thames)</li> <li>18. Scale/Distance - use maps and plans at a range of scales</li> <li>19. Scale/Distance - use a scale to measure distance on maps/plans.</li> <li>20. Scale/Distance - draw maps/plans using a range of scales</li> </ol> <p><b>Field Work</b></p> <ol style="list-style-type: none"> <li>21. Data Collection - collect data/opinions about the local/wider area using observation, questionnaires and an increasing range of measuring equipment</li> <li>22. Data Collection - present collected data/opinions in an appropriate way e.g. organise results in a spreadsheet, graphs, simple database etc</li> <li>23. Data Collection - analyse and draw conclusions from data about the local area</li> <li>24. Data collection - identify patterns in data</li> <li>25. Field Sketching - select field sketching from a range of techniques for a geographical investigation</li> <li>26. Field Sketching - draw detailed field sketches as evidence in geographical investigations</li> <li>27. Field Sketching - annotate field sketches to describe and explain geographical processes and patterns</li> <li>28. Field Sketching - evaluate the quality/usefulness of a field sketch as evidence for a geographical investigation</li> <li>29. Photography - select photography from a range of techniques as the most appropriate for the evidence they need</li> <li>30. Photography - make a judgement about the best angle or viewpoint for a photo to support a geographical investigation</li> <li>31. Photography - evaluate the quality/usefulness of photographs as evidence for a geographical investigation</li> <li>32. Video/Audio Recording - select recording from a range of techniques as the most appropriate for the evidence they need to support a geographical location</li> <li>33. Video/Audio Recording - make a judgement about the best angle or viewpoint for a video recording of a geographical location</li> <li>34. Video/Audio Recording - evaluate the quality/usefulness of recordings as evidence for a geographical investigation</li> </ol>
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