



Geography Skills Progression

**** Thinking critically is a geographical skill that runs throughout the curriculum**

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------|---|---|---|---|--|--|---|---|
| Geographical enquiry | <p>Describe what a place is like in simple terms</p> <p>Use stories, photos, pictures and films to find out about a place</p> | <p>Describe what a place is like in simple terms</p> <p>Use stories, photos, pictures and films to find out about a place</p> | <p>Use observations to ask and respond to questions</p> <p>Study key human and physical features of the surrounding environment</p> <p>Find information from aerial photographs</p> | <p>Use observations to ask and respond to questions</p> <p>Study key human and physical features of the surrounding environment</p> <p>Find information from aerial photographs</p> | <p>Identify differences</p> <p>Use atlases to find places using index and contents</p> | <p>Identify differences</p> <p>Use atlases to find places using index and contents</p> | <p>Imagine how and why an area may change in the future</p> | <p>Imagine how and why an area may change in the future</p> |

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------------|-----------------------------------|-----------------------------------|---|---|---|---|---|---|
| Field work and out of class learning | Use some senses to observe places | Use some senses to observe places | <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds</p> <p>Express opinions in fieldwork e.g. by completing a chart</p> <p>Use first hand observation to investigate places – the school grounds, the streets around the local area. Recognise and record different types of land use, buildings and environments</p> | <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds</p> <p>Express opinions in fieldwork e.g. by completing a chart</p> <p>Use first hand observation to investigate places – the school grounds, the streets around the local area</p> <p>Recognise and record different types of land use, buildings and environments</p> | <p>Observe, measure and record some of the human and physical features in the local area using sketch maps and graphs</p> <p>Conduct surveys</p> <p>Carry out simple questionnaires</p> <p>Use simple equipment to measure and record</p> <p>Investigate the local area- looking at types of shops, services</p> <p>Apply mathematical skills in data handling to Geography fieldwork</p> | <p>Observe, measure and record some of the human and physical features in the local area using sketch maps and graphs</p> <p>Conduct surveys</p> <p>Carry out simple questionnaires</p> <p>Use simple equipment to measure and record</p> <p>Investigate the local area- looking at types of shops, services</p> <p>Apply mathematical skills in data handling to Geography fieldwork</p> | <p>Observe, measure and record some of the human and physical features in the local area using a range of methods, including sketch maps, graphs and digital technologies</p> <p>Collect, analyse and communicate with a range of data gathered in experiences or fieldwork to show understanding of some geographical processes</p> <p>Carry out a focused in-depth study, looking at issues/changes in the area</p> <p>Use simple equipment to measure and record</p> <p>Investigate the local area- looking at types of shops, services</p> <p>Apply mathematical skills in data handling to Geography fieldwork</p> | <p>Observe, measure and record some of the human and physical features in the local area using a range of methods, including sketch maps, graphs and digital technologies</p> <p>Collect, analyse and communicate with a range of data gathered in experiences or fieldwork to show understanding of some geographical processes</p> <p>Carry out a focused in-depth study, looking at issues/changes in the area</p> <p>Use simple equipment to measure and record</p> <p>Investigate the local area- looking at types of shops, services</p> <p>Apply mathematical skills in data handling to Geography fieldwork</p> |

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|----------------------------------|---|---|--|--|---|---|--|---|
| Geographical and visual literacy | <p>Play games with maps</p> <p>Draw picture story maps/plans with labels of known places, or imaginary places.</p> <p>Use symbols</p> | <p>Play games with maps</p> <p>Draw picture story maps/plans with labels of known places, or imaginary places.</p> <p>Use symbols</p> | <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Draw round objects to get a plan view</p> <p>Follow a route on prepared maps</p> <p>Use simple compass directions- 4 points</p> <p>Use locational and directional language to describe the location of features and routes on a map</p> <p>Make a simple local map Use basic symbols in a key</p> <p>Use world maps, atlases and globes to identify UK countries.</p> <p>Identify countries, continents and oceans studied</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>Draw simple maps</p> | <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Draw round objects to get a plan view</p> <p>Follow a route on prepared maps</p> <p>Use simple compass directions- 4 points</p> <p>Use locational and directional language to describe the location of features and routes on a map</p> <p>Make a simple local map Use basic symbols in a key</p> <p>Use world maps, atlases and globes to identify UK countries.</p> <p>Identify countries, continents and oceans studied</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>Draw simple maps</p> | <p>Locate the world's countries using maps to focus on Europe, concentrating on regions, key physical or human characteristics, countries and major cities</p> <p>Use globes and maps and some OS symbols to name geographical regions and identify physical and human characteristics including cities, rivers, mountains, hills, key topographical features and land-use patterns</p> <p>Understand the need for a key Begin to understand scale and distance on a map</p> <p>Use the 8 points of a compass</p> <p>Use simple grids with letters and numbers and 4-figure coordinates to locate features</p> <p>Use and understand OS symbols and keys to build up knowledge of a local place, the UK and the wider world</p> | <p>Locate the world's countries using maps to focus on Europe, concentrating on regions, key physical or human characteristics, countries and major cities</p> <p>Use globes and maps and some OS symbols to name geographical regions and identify physical and human characteristics including cities, rivers, mountains, hills, key topographical features and land-use patterns</p> <p>understand the need for a key Begin to understand scale and distance on a map</p> <p>Use the 8 points of a compass</p> <p>Use simple grids with letters and numbers and 4-figure coordinates to locate features</p> <p>Use and understand OS symbols and keys to build up knowledge of a local place, the UK and the wider world</p> | <p>Use 1:10,000 and 1:25,000 OS maps.</p> <p>Use globes and maps and some OS symbols on maps to name and locate counties and cities of the UK</p> <p>Locate the world's countries, using maps to focus on North America and Central and South America</p> <p>Use a scale bar on maps</p> <p>Realise that purpose, scale, symbols and style are related.</p> <p>Interpret a range of sources of geographical information, including maps, globes. Aerial photographs and Geographical Information Systems (GIS)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Show position and significance of latitude, longitude,</p> | <p>Use 1:10,000 and 1:25,000 OS maps.</p> <p>Use globes and maps and some OS symbols on maps to name and locate counties and cities of the UK</p> <p>Locate the world's countries, using maps to focus on North America and Central and South America</p> <p>Use a scale bar on maps</p> <p>Realise that purpose, scale, symbols and style are related.</p> <p>Interpret a range of sources of geographical information, including maps, globes. Aerial photographs and Geographical Information Systems (GIS)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Show position and significance of latitude, longitude,</p> |

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| | | | | | <p>Use plans, aerial photographs and satellite images</p> <p>Begin to use smaller scale aerial views</p> <p>Use oblique aerial views</p> | <p>Use plans, aerial photographs and satellite images</p> <p>Begin to use smaller scale aerial views</p> <p>Use oblique aerial views</p> | <p>Equator, N&S hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones (including day and night) using a globe.</p> <p>Draw a detailed sketch map</p> <p>Know directions in the neighbourhood</p> <p>Align a map with a route</p> <p>Use the eight points of a compass, symbols and key (including the use of OS maps) to show my knowledge of the UK and the wider world</p> <p>Understand and use 6 figure grid references to interpret OS maps</p> | <p>Equator, N&S hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones (including day and night) using a globe.</p> <p>Draw a detailed sketch map</p> <p>Know directions in the neighbourhood</p> <p>Align a map with a route</p> <p>Use the eight points of a compass, symbols and key (including the use of OS maps) to show my knowledge of the UK and the wider world</p> <p>Understand and use 6 figure grid references to interpret OS maps</p> |
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|----------------------------|---|---|--|--|---|---|--|--|
| Geographical communication | <p>Use simple geographical words e.g. near/far, up/down, wet/dry</p> <p>Describe a place in simple terms e.g. beach, farm, town, shop</p> | <p>Use simple geographical words e.g. near/far, up/down, wet/dry</p> <p>Describe a place in simple terms e.g. beach, farm, town, shop</p> | <p>Identify seasonal/ daily weather patterns</p> <p>Begin to explain how/why?</p> <p>Use and apply Maths to help show learning</p> <p>Express opinions-school/park/ local area</p> | <p>Identify seasonal/ daily weather patterns</p> <p>Begin to explain how/why?</p> <p>Use and apply Maths to help show learning</p> <p>Express opinions-school/park/ local area</p> | <p>Describe and understand key aspects of physical geography</p> <p>Explain in simple terms volcanoes and earthquakes</p> <p>Describe the water cycle using a diagram</p> <p>Describe key aspects of human geography e.g. types of settlement, land use, economic activity and distribution of natural resources</p> <p>Identify differences</p> <p>Communicate geographical information in a variety of ways, including through maps and writing at length</p> <p>Use/apply mathematical skills when using geographical data</p> <p>Understand key aspects of physical geography e.g. climate zones, biomes and vegetation belts</p> <p>Describe in detail types of settlement, land use, economic activity including trade links.</p> <p>Describe the distribution of natural resources including energy, food, minerals and water in the continents and countries studied</p> <p>Give a few reasons for the impact of geographical influences/effects on people, places or themes studied.</p> <p>Know the location of places of global significance, their defining human and physical characteristics and how they relate to one another</p> | <p>Describe and understand key aspects of physical geography</p> <p>Explain in simple terms volcanoes and earthquakes</p> <p>Describe the water cycle using a diagram</p> <p>Describe key aspects of human geography e.g. types of settlement, land use, economic activity and distribution of natural resources</p> <p>Identify differences</p> <p>Communicate geographical information in a variety of ways, including through maps and writing at length</p> <p>Use/apply mathematical skills when using geographical data</p> <p>Understand key aspects of physical geography e.g. climate zones, biomes and vegetation belts</p> <p>Describe in detail types of settlement, land use, economic activity including trade links.</p> <p>Describe the distribution of natural resources including energy, food, minerals and water in the continents and countries studied</p> <p>Give a few reasons for the impact of geographical influences/effects on people, places or themes studied.</p> <p>Know the location of places of global significance, their defining human and physical characteristics and how they relate to one another</p> | <p>Understand and apply mathematical understanding e.g. on scales, time differences etc. when using maps</p> <p>Describe processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time in detailed, well-structured accounts</p> <p>Provide greater detail of geographical regions of the UK and their identifying physical and human characteristics.</p> | <p>Understand and apply mathematical understanding e.g. on scales, time differences etc. when using maps</p> <p>Describe processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time in detailed, well-structured accounts</p> <p>Provide greater detail of geographical regions of the UK and their identifying physical and human characteristics.</p> |

