

Geography Progression of skills



Geography - Year 1

Geographical Enquiry	Locational knowledge	Place knowledge	Human & Physical geography	Geographical skills & fieldwork
Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area.	Be able to say that our school is in the town of Penwortham Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Understand geographical differences through studying the human and physical geography of a small area of the United Kingdom (Penwortham), and of a small area in a contrasting non-European country (Australia and Arctic to Antarctica)	Identify the types of weather we expect throughout the seasons in the United Kingdom Be able to explain the location of hot and cold areas of the world Use basic geographical vocabulary to refer to: ■ 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	Use world maps, atlases and globes to identify the United Kingdom, Australia, Antarctica, Arctic and other countries the children have visited Look at simple compass directions (North, South, East and West) and use locational and directional language [E.g. near and far; left and right], to describe the location of features and routes on a map Use aerial photographs to recognise landmarks and basic human and physical feature (in the UK) AND devise a simple map with basic symbols Use simple fieldwork and observational skills to study the geography of their school and its grounds

Geography Progression of skills



Geography - Year 2

Geographical Enquiry	Locational knowledge	Place knowledge	Human & Physical geography	Geographical skills & fieldwork
Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Be able to say that our school is in Penwortham and we it is within the city of Preston Name and locate the world's seven continents and five oceans	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Penwortham), and of a small area in a contrasting non-European country (Australia and Arctic to Antarctica)	Identify the types of weather we expect throughout the seasons and daily weather patterns in the United Kingdom Be able to explain the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - 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	Use world maps, atlases and globes to identify the United Kingdom and its countries, Australia, Antarctica, Arctic, as well as countries visited by the children, be able to say the continents and oceans 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 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 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

Geography Progression of skills



Geography - Year 3

Geographical Enquiry	Locational knowledge	Place knowledge	Human & Physical geography	Geographical skills & fieldwork
Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on key physical and human characteristics	Understand geographical differences through the study of human and physical geography of a region of the United Kingdom (Lake District and Penwortham) and a region in a European country (Italy and France) Name and some locate counties (Lancashire) and some cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;	Describe and understand key aspects of: Physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use	Begin to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Start to explore the eight points of a compass, four-figure grid references and symbols to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe and present the human and physical features in the local area using a range of methods, including sketch maps and plans

Geography Progression of skills



Geography - Year 4

Geographical Enquiry	Locational knowledge	Place knowledge	Human & Physical geography	Geographical skills & fieldwork
Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.	locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics and countries.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Lake District and Penwortham) and a region in a European country (Italy and France) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Describe and understand key aspects of: Physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.

Geography Progression of skills



Geography - Year 5

Geographical Enquiry	Locational knowledge	Place knowledge	Human & Physical geography	Geographical skills & fieldwork
Begin to suggest questions for investigating Ask more searching questions when investigating e.g. <i>Why is that happening? Could it happen here?</i> Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.	Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics and countries.	understand geographical differences through the study of human and physical geography of a region of the United Kingdom, and a region within North America (USA) and South America (Brazil) Begin to 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).	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains 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.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography Progression of skills



Geography - Year 6

Geographical Enquiry	Locational knowledge	Place knowledge	Human & Physical geography	Geographical skills & fieldwork
Suggest questions for investigating Ask more searching questions when investigating e.g. <i>Why is that happening? Could it happen here?</i> Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it	Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North America (USA) and South America (Brazil) 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)	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains 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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.