



Geography skills progression

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Geographical enquiry</i>	- Teacher led enquiries, to ask and respond to simple closed questions - Use information/ picture books as sources of information - Investigate their surroundings - Make observations about where things are e.g. within school/ local area	- Children encouraged to ask simple geographical questions: Where is it? What's it like? - Use books, stories and simple maps as sources of information - Investigate their surroundings - Make appropriate simple observations about why things might happen - Make simple comparisons between features of different places	- Begin to ask/ initiate geographical questions - Use books, atlases, maps and the 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, temperature in different locations	- Ask and respond to questions and offer their own ideas - Extend to satellite images, aerial photograph - Investigate places and themes at more than one scale - Collect and record evidence with some aid - Analyse evidence and draw conclusions e.g. make comparison between locations photos/ pictures/ maps	- Begin to suggest questions for investigating - Begin to use primary and secondary sources of evidence in their investigations - Investigate places with more emphasis on the larger scale; contrasting/ distant places - Collect and record evidence unaided - Analyse evidence and draw conclusion e.g. temperature of various locations – influence on people/ everyday life	- Suggest questions for investigating - 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 and draw conclusion e.g. from field work data on land use/ comparing land use/ temperature, look at patterns and explain reasons behind it.

<i>Direction/ location</i>	Follow directions (up, down, left, right, forwards, backwards)	- Follow directions (up, down, left, right, forwards, backwards) - Introduce north, south, east and west	- Use a 4 point compass to follow/ give directions - Use 4 figure grid references to locate features on a map	- Confidently use 4 point compass directions and begin to use 8 point compass directions - Confidently use 4 figure grid references to locate features on a map	- Use 8 point compass directions - Use six figure grid references to locate features on a map	- Confidently use 8 point compass directions - Confidently use six figure grid references to locate features on a map - Use latitude and longitude when using atlas maps
<i>Drawing maps</i>	Draw picture maps of imaginary places and from stories	Draw a sketch map of a real or imaginary place	Draw a sketch map of the school or small part of local area	Draw a sketch map that includes a simple key	Draw a sketch map of Horton Kirby Rivers unit using a key	Draw a digital map using data collected
<i>Representation</i>	Use own map symbols on a imaginary map	Begin to understand the need for a key	Know why a key is needed for a map	- Begin to create a simple key for a map - Begin to recognise symbols on an OS map	Use and recognise OS map symbols	Use and recognise OS map symbols
<i>Using maps</i>	Use a simple picture map to move around the school	- Follow a route on a map in the local area - Use a KS1 atlas to locate places	Locate places on KS2 atlases	Locate places on a world map	- compare maps with aerial photographs - Select a map for a specific purpose e.g.topographic map to see land height	- Follow a short route on an OS map - Use atlases to find out about other features of places e.g. mountainous regions

Geography Knowledge Progression

Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-----------	--------	--------	--------	--------	--------	--------

Term 1	How can we look after our planet? - Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries, its capital cities and surrounding seas		Water, water everywhere - Identify the uses of water - Understand where water comes from and the water cycle - Use an atlas to locate rivers in the United kingdom - Describe how water is an energy source			
Term 2	Where does my banana come from? - RECAP: Name and locate the world's seven continents and five oceans - Identify the differences between Bapchild and the Dominican Republic (physical geography, climate) - Identify where food is grown in different countries (human geography)	How is Alabama different to London? - Describe what human and physical geographical features are and know the difference between the two. - Identify London and Kingston on a world map - Identify London's/ Kingston's human physical features - Compare the human/physical features of London and Kingston	Water, water everywhere - Understand the impact of rainfall - Describe ways to protect areas from flooding - Compare climates in contrasting locations	All About Italy - Locate and identify Italy on a map - Name and describe famous Italian landmarks - Research what food is traditional in Italy - Identify similarities and differences of the English/ Italian education system - Compare similarities and differences between the UK and Italy (climate, food, capital cities...)		
Term 3				Volcanoes - Locate famous volcanoes on a world map - Understand how and why volcanoes erupt - Understand why people live near volcanoes - Understand the impact of a volcanic eruption (human and physical impacts)	Rivers - RECAP: the processes of the water cycle - Understand the features of a river - Explain the terms erosion and deposition and how they effect the shape of a river - Explain how rivers can be used - Explain the impact of a flood	

					and how this would effect physical and human geographical features	
Term 4				Earthquake Zone: The San Andreas Fault - Identify and locate the world's tectonic plates using an atlas - Understand why earthquakes happen and how they are measured - Describe the impacts of earthquakes - Describe how people can prepare for an earthquake - Locate the San Andreas fault line on a map and describe how it occurred - Compare the differences between earthquakes in the US and in the UK	Rivers: The Mysteries of the Nile - Locate famous rivers from around the world using an atlas - Locate the River Nile on a map and research about the human and physical features of Egypt - Explain how the River Nile is important to farming - Explain the importance of rivers for transport - Compare the River Nile in the past and present	
Term 5		Where am I on the map? - Create a simple sketch map of the local area - Identify 4 point compass directions north, south, east, west - Use aerial photographs to create a map - Use an atlas to locate countries of the UK				All About Bapchild - Accurately locate and describe human and physical features of the local area - Use 6 figure grid references - Create a digital map of the local area using OS symbols - Use six figure grid references to locate places on a map - Identify land use patterns and understand how these have

						changed over time Use fieldwork to observe, measure, record and present the human and physical features in the local area
Term 6	Why do we wear different clothes at different times of year? - Name the seasons and describe the expected weather, time of year, appropriate clothing and temperature - Identify the location of hot and cold areas of the world in relation to the equator, north and south poles - Describe how we can track the weather: thermometer, rainfall, observation. - Understand why countries have different temperatures - Locate and find out what you wear in a hot country/ cold country	Where am I on the map? - Find similarities and differences between France and England (capital cities, locate in atlas, weather) - Identify human and physical features of Bapchild - Identify the human and physical features of a similar sized village in a different country: Tocuaro, Mexico	What might the future look like for St Laurence's Church? - Locate St Laurence's church OS maps and digital maps - Use 4 figure grid references - Use a 4 point compass to give directions - Study maps for the planned construction of St Laurence's and note what human and physical features would be altered		Mountains, biodiversity and the threat of climate change - Locate famous mountain ranges across the world using an atlas - Locate mountains in the UK using an atlas - Understand how contour lines are used to show height of the land - Understand the formation of mountains - Understand why people climb mountains - Understand how climate change can affect mountain environments	Coasts - Identify coastal areas using atlases and digital maps - Understand the process of erosion of coastlines - Describe how waves are formed and how they change the coastlines - Explain how coastlines can be protected - Describe the human impact of coastlines