



# Geography Whole School Skills Progression Document

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Language	Describe what they see, hear and feel whilst outside	Use <b>locational and directional language</b> e.g. near, far, left, right etc to describe the location, features and routes on a map/plan  Begin to use <b>simple compass directions (NSEW)</b>  geographical language to describe feature or location e.g hill/local/a road/coastline/woods	Use <b>simple compass directions (NSEW)</b> to describe a location, features and routes on a map/plan  geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/woods/village/ farmland	To describe route and direction – 8 compass points eg N, S, E, W, NW, NE, SW, SE  Link words to topic eg river/meander/floor/plain/location	To describe route and direction linking N/S/E/W with degrees on the compass.  Link words to topic eg contour/height/valley	To describe route and direction, location linking 8 points of compass to degrees on compass.  Link words to theme e.g. sustainability/fair trade/rainforest	Describe route, direction, location  16 points on compass to degrees on compass  Link words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary
Enquiry	asks geographical questions e.g. what is it like to live in this place?	Recognise, describe and observe the human and physical features of a place  Use simple sources of information to recognise and describe features of places  (Begin to) analyse a simple source of information to describe the features of a location	Recognise, describe and observe the human and physical features of a place and make simple comparisons  Use simple sources of information to recognise and describe features of places  Analyse a simple source of information to describe the features of a location	Ask geographical questions: where is this location? What do you think about this?	Ask geographical questions: what is this landscape like? What will it be like in the future?	Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing?	Ask geographical questions: what is this landscape like? How is it changing? What patterns can you see / how has the pattern changed?

<p>KNOWLEDGE AND UNDERSTANDING</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Know some similarities &amp; differences between the natural world around them and contrasting environments, drawing on their experiences &amp; what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Name the four countries of the United Kingdom and identify some of their characteristics</p> <p>Name the capital cities of the countries in the UK</p> <p>Identify the main physical and human features in the locality</p> <p>Identify similarities and differences in the human and physical features of the locality and a small area in a contrasting non-European country</p> <p>Identify seasonal daily weather patterns in the</p>	<p>Name the four countries of the United Kingdom and identify some of their characteristics</p> <p>Name the capital cities of the countries in the UK</p> <p>Identify the main physical and human features in the locality</p> <p>Identify similarities and differences in the human and physical features of the locality and a small area in a contrasting non-European country</p> <p>Identify seasonal daily weather patterns in the</p>	<p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population</p>	<p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps</p>	<p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life</p>	<p>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</p>
<p>Environment</p>	<p>Recognise some environments that are different to the one in which they live</p>	<p>Express own views on attractive and unattractive features of the environment of the places studied</p>	<p>Express own views on attractive and unattractive features of the environment of the places studied</p>	<p>Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling</p>	<p>Identify and explain different views of people including themselves</p>	<p>Identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject</p>	<p>Identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views</p>

Collect & record evidence ...	Explore the natural world around them, making observations and drawing pictures of animals and plants.	observe and record e.g. identify buildings on a street – memory maps observe and record in different ways e.g. sketches, diagrams, ICT	observe and record e.g. identify buildings on a street – memory maps observe and record in different ways e.g. sketches, diagrams, ICT	Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)	Collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns	Collect and record evidence. conduct a land use survey categorise codes	Collect and record evidence. conduct a land use survey categorise codes
Communicate findings....	communicates in different ways e.g. pictures	communicates in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams communicates in different ways – pictures, writing, charts, verbal explanations	communicates in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams communicates in different ways – pictures, writing, charts, verbal explanations	Communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper	Communicate in ways appropriate to task and audience	Communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new	Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school.
Field work: where, why? Use field work techniques	explore the natural world around them	Make observations of a location and discuss and explain likes and dislikes  Complete a simple survey with support  Sketch simple human and physical features	Make observations of a location and discuss and explain likes and dislikes  Complete a simple survey  Sketch simple human and physical features and add labels  Create a simple chart or table	Use more detailed field sketches and diagrams	Use more detailed field sketches and diagrams	Field sketches should show understanding of pattern/ movement/ change	Field sketches should show understanding of pattern/ movement/ change

<p>Map work / atlas work.</p>	<p>Draw information from a simple map.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from, when appropriate, maps</p>	<p><b>Use:</b> Globe Picture maps Teacher-drawn base maps UK weather maps</p> <p>Locate: England, Scotland, Wales and Northern Ireland</p> <p>Use <b>locational and directional language</b> e.g. near, far, left, right etc to describe the location, features and routes on a map/plan</p> <p>Begin to use <b>simple compass directions (NSEW)</b> to describe the location, features and routes on a map</p> <p>Recognise <b>class-agreed symbols</b> on a map/plan</p> <p>Make a simple map using teacher-drawn base map and class-agreed symbols for a key</p>	<p><b>Use:</b> Simple world atlas Globe Simple maps of UK (showing countries and capital cities) UK weather maps World weather maps Plans Aerial photographs</p> <p>Locate: the world's seven continents; the five oceans, the seas surrounding the UK; capital cities of the UK; the places studied</p> <p>Begin to <b>spatially match</b> places: recognise <b>continents</b> on small- scale and larger-scale maps</p> <p>Use aerial photographs and plans to recognise landmarks and human and physical features</p> <p>Use <b>simple compass directions (NSEW)</b> to describe a location, features and routes on a map/plan</p> <p>Recognise <b>standard symbols</b> for human and physical features on a map/plan and <b>in a key</b></p> <p><b>Draw a simple sketch map using a basic key</b></p>	<p>Draw maps more accurately plan view (from above) use key accurately use contents/index to locate page quickly and accurately (ICT)</p>	<p>Draw accurate map – develop more complex key use contents/index to locate position of location including page/coordinates</p>	<p>Draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.</p>	<p>Locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.</p>
-------------------------------	---	---	---	---	--	--	--