Progression in Geography Skills

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use Human Geographical language and Vocabulary: **Use Physical Geographical language and Vocabulary:** **Directional language and routes**	• Use every day geographical language to describe familiar human features: *road, park, farm, shops, town, city, road,* • Use simple geographical language to describe familiar physical features: *hill, field, forest beach, rive, weather* • Follow a route around school • Use simple directional vocab: *far, near, left, right, forward*	• Use geographical language to describe a range of human features: *country, capital, port, factory, town, city, village,* • Use geographical language to describe a range of physical features: *continent, ocean, soil valley coastline, cliff, mountain,* • Describe a familiar journey • Use directional language: *North, South, East, West, miles,*	• Use geographical vocab relevant to topics: *settlement, village, farming, crops, pasture, irrigation, recycling, energy,* • Use geographical vocab relevant to topics: e.g. *volcano, earthquake, river delta, source, estuary, climate, biome,* • Use 4 points on a compass to describe familiar route/journey • Use distance vocab: *miles, km*	• Use geographical vocab relevant to topics: *voyage, explorer, port, communication, Fairtrade, raw materials,* • Use geographical vocab relevant to topics: *sea, ocean, equator, Arctic, Antarctic, island, tropical, hurricane,* • Use 4 compass points • Combine direction and distance to describe a route	• Use geographical vocab relevant to topics: *migration, urban, rural, pollution, planet, global warming, greenhouse gas,* • Use geographical vocab relevant to topics: *Fjord, loch, Aurora Borealis, atmosphere, ozone layer, coastline, beach, estuary,* • Use 8 points on a compass to describe/follow a route/journey • Measure distance on a map	• Use geographical vocab relevant to topics: *immigration, refugee, displacement, communication,* • Use geographical vocab relevant to topics: • Use 8 points on a compass to describe an unknown route *e.g. famous voyage*
Location and Place **Use maps, atlases, globes** **Online maps and tools** **Use keys and symbols** **Making maps, plans and keys**	• Locate UK on a world map and globe with support • Locate London on a map of the UK • Know that maps show places • Locate continents on globe • Recognize familiar features on a local map – *e.g. roads, buildings* • Recognise the school/home on online aerial map/street view • Know the basic symbols for key features – *e.g. river/sea, land, town/city, green areas* • Make a simple pictorial map of familiar places *e.g. home, school* • Recognise familiar objects seen from above	• locate the 4 UK countries and capitals on a UK Map • locate 7 continents & 5 oceans • Locate East London on map • Know that a book of maps is called an atlas • Locate hot and cold places on a globe and map • Find a local place/landmark on an online map • Know the standard symbols for key features on a map **e.g. city** • Use basic symbols to represent familiar features on own map • Make a map of their local area showing some familiar features • Create simple plan view diagrams of familiar objects	• Identify northern/southern hemispheres/poles on a globe • Know that continents are made up of countries • Use an atlas to locate a place quickly/accurately • Know the difference between a globe and a map • Use online mapping tools to locate famous landmarks • Use keys to find/identify specific features on a map • Add a simple key to own maps • Draw maps of familiar places and locations more accurately • Draw a plan view map of the classroom or a familiar room	• Locate places on map of Europe • Identify key countries on a world map. • Know about latitude/longitude Understand concept of scale • Use simple co-ordinates to locate a place on a grid • Use an online map tools to explore an unfamiliar location • Use Standard OS map key/symbols to identify key features • Compare different map keys • Draw a map of an imagined or unknown place • Use a grid to draw an accurate map of a familiar place	• Identify the key countries and cities of Europe • Explain how borders change over time. • Know the significance of the Greenwich Meridian • Use 4 figure map refs • Measure the length of a route • Use online maps with layers to compare features and data • Use Standard OS map key/symbols to identify key features • Compare different map keys • Create a simple map to scale • Create an annotated map to explain human settlement	• Identify key places across the world related to topics • Describe • Compare old and new maps • Use 6 figure map refs • Measure length on a map and convert to distance • Use online maps with data layers to answer questions • Use Standard OS map key/symbols to identify key features • Compare different map keys • Explain scale • Create colour-coded maps which demonstrate patterns
Fieldwork: Sketches and observations in the local area **Asking questions** **Collecting evidence**	• Make simple drawings of familiar places and features • Recognise difference between human/physical features • Ask simple geographical questions when visiting a local place/location • Answer questions verbally about a familiar place • Take photos of local area/trips	• Carefully observe local area and make labelled • Recognize difference between human/physical features • Ask more focused questions about local places/features • Make notes of observations to answer questions • Take photos of key features	• Make more detailed field sketches/diagrams of local area • Annotate photos to show understanding of features • Ask questions about the effects of human geography: e.g. *traffic noise,* • Devise simple questionnaire to answer a geographical question • record using tally method	• Make observations/sketches with notes and annotations • Amend sketches after reflection/feedback • Ask questions that relate to observations: *e.g. why is the road always dug up here?* • Use range of secondary sources to find answers and information • Record collected data in a table	• Field sketches should show understanding of pattern, movement, change • Choose what to record • Ask questions that could be answered using a survey: *e.g. new car parks or cycle lanes?* • Collect and record evidence. • Conduct a land use survey	• Field sketches have detailed labels and annotations • Choose what to record and explain reasons • Ask questions that can be answered with numerical data *Rainfall, noise levels* • Record measurement of physical features: *e.g. rainfall* • Create graphs and charts

Express views	• Share their own opinion about a familiar place verbally	• Give an opinion/express a preference about the local area	• Suggest improvements to the school and/or local area	• Express their own views about places and features studied	• Take into account other opinions	• Explain their reasons to support likes, dislikes, preferences etc
Make comparisons Notice patterns Interpret evidence	• Compare two local places and describe similarities/differences • Notice some patterns in local human geographical features: *post boxes are always red,*	• Compare two places (UK and non-European) and describe key similarities and differences • Record comparison in a simple table or grid	• Give an opinion on reasons for changes in familiar places *e.g. new buildings, parks* • Make links between UK physical features and human use	• Notice geographical patterns in the UK and suggest reasons – • Identify some key physical geography changes that can affect people: *e.g. weather*	• Explain global geographical issues around human settlement *e.g. climate change* • Explain a geographical issue using evidence and data	• Carry out research on geographical issues and patterns –coastal erosion • Create/present a report about a geographical issue

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