

Progression in Geography Skills



Skills	Pre Year 1	Year 1	Year 2	Year 3	Year 4	Year 5
Geographical language		geographical language to describe feature or location e.g hill/local/a road/coastline/ woods /country/some continents/ocean	geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ ocean /woods/village/farmland / capital cities of the UK/ continents	link words to topics e.g. river/mountains/volcano/ earthquake to describe route and direction linking N/S/E/W with degrees on the compass	begin to link words to topic/theme e.g. – erosion/ deposition/ transportation/ coasts/ headland to describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE	link words to theme e.g. river – erosion/ deposition/ transportation/ coasts/ headland to describe route and direction, location linking 8 points of compass to degrees on compass
Enquiry	Ask/Answer geographical questions – What can you see?	Ask/answer geographical questions e.g. what is it like?	Ask/answer geographical questions –where is this place? what is it like? What is life like in this place?	Ask/answer geographical questions: where is this location? What do you think about it?	Ask/answer questions – what is this landscape like? Why?	Ask/answer questions – what is this landscape like? what will it be like in the future?
Enquiry	Say what I like/dislike about where I live	express own views about a place, people, environment Express likes/dislikes	express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences Make simple comparisons between contrasting places.	make comparisons between locations using photos/pictures, temperatures in different locations, population	make comparisons between locations using photos/pictures/ Begin to explain why they are different/similar	Use a range of geographical sources Explain in detail differences between places.

Skills	Pre Year 1	Year 1	Year 2	Year 3	Year 4	Year 5
Human/Physical Geography		Identify features of a place and say why you think they are there.	Identify features of a place saying whether they are physical/human.	Use field work to observe and record human/physical features	Understand key physical/human fetures of a place and why they are there. Are they changing?	Explain the human impact of locations studied.
Communicate information		communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams	communicate in different ways –pictures, writing, charts	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
Fieldwork: where, why? Use fieldwork techniques	Match photos to places in the local rea.	use simple field sketches use a camera / iPad given a structured base map.	use simple field sketches and diagrams, use a camera / iPad	use more detailed field sketches and diagrams of school area	use more detailed field sketches and diagrams of the wider local area.	field sketches should show understanding of pattern/ movement/ change
Map work/ atlas work	draw own simple map e.g. route to school	make simple maps and plans e.g. treasure maps explore maps of the local area find where home and school is on a map	Devise a simple map with basic symbols. compare two settlements explore globes, maps, plans at a range of scales Locate the continents and UK on a world map.	draw maps more accurately plan view (from above) use key accurately use digital maps to locate specific places.	draw accurate map develop more complex key Use digital maps to locate and compare specific places	draw in scale – accuracy of scale locate information/ place with speed and accuracy

Skills	Pre Year 1	Year 1	Year 2	Year 3	Year 4	Year 5
Understanding of the Wider World	<p>name some other places</p> <p>understand that there are hot/cold places and name clothes to wear.</p> <p>Say some things that are in hot/cold places</p>	<p>Name some places in the UK and wider world</p> <p>Explain main things in hot/cold places and why.</p>	<p>Compare contrasting place in the UK or wider world.</p> <p>Identify hot and cold areas of the world in relation to the equator and the poles.</p>	<p>Locate home in relation to closest cities (use compass points)</p> <p>Identify zones of the world</p>	<p>Locate home in relation to closest cities, countries (use compass points)</p> <p>Begin to explain features of location because of area we are in.</p> <p>Explain weather features of places and begin to understand the impact of climate change.</p>	<p>Name and locate counties and cities of the UK and identify their characteristics</p> <p>Understand and explain the impact of climate change on specific places.</p>