



Progression of Skills In Geography

Skill	2/3	3/4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry Skills									
Making geographic enquiry	Enjoy playing with small world models such as farm, a garage or a train track	use positional language	Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities? Can I use aerial images to recognise landmarks and basic physical features? Can I use simple fieldwork to observe, measure and record the human and physical features in the local area? Can I use a simple key to recognise physical or human features on a map? Can I create a simple map of my local environment?	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.	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.	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.	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.	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 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.	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 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.

Skill	2 Year olds	3-4 Year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge									
Locate places in the world	As a geographer: Can I notice detailed features of objects in my environment?	As a geographer: Can I talk about some of the things I have observed such as plants, animals, natural and found objects?	As a geographer: Can I talk about similarities and differences in relation to places, objects, materials and living things?	As a geographer: Can I name and locate the four countries making up the British Isles, with their capital cities? Can I name the surrounding seas of the United Kingdom? Can I talk	As a geographer: Can I locate and name the continents on a World Map? Can I locate and label the five oceans? Name, locate and identify the characteristics of the four countries and	As a geographer: Can I locate and name the continents on a World Map? Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and	As a geographer: Can I explain my own views about locations, giving reasons? Can I name and locate counties and cities of the United Kingdom? Can I locate geographical regions	As a geographer: Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key	As a geographer: Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key

				about the main features of each of the four countries that make up the United Kingdom?	capital cities of the United Kingdom and its surrounding seas?	its surrounding seas? Can I name and locate counties and cities of the United Kingdom? Can I locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time? Can I name and locate some countries of Europe? Can I share my own views about locations?	and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time? Can I name and locate the countries of Europe? Can I name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?	topographical features and land-use patterns; and understand how some of these aspects have changed over time? Can I name and locate the countries of South and Central America? Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?	topographical features and land-use patterns; and understand how some of these aspects have changed over time? Can I name and locate the countries of North America? Can I 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)?
--	--	--	--	--	--	---	---	--	---

Skill	2 Year olds	3-4 Year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge									
Explore and understand differences in places around the world	As a geographer: Can I notice detailed features of objects in my environment	As a geographer: Can I talk about some of the things I have observed such as plants, animals, natural and found objects?	As a geographer: Can I talk about the features of my own immediate environment and how environments might vary from one another?	As a geographer: Can I recognise similarities and differences of geographical features in my own immediate environment? Can I talk about people and places within my local environment? Can I compare Tipton with a contrasting place in the UK? Can I talk about people and places beyond my local environment? Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?	As a geographer: Can I compare a local City/town in England with a contrasting city in a different country? Birmingham/Accra Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?	As a geographer: Can I compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use? Can I identify the main physical and human characteristics of the countries of Europe? Can I describe geographical similarities and differences between a region in the United Kingdom and one in a European country? Can I describe how the locality of the school has changed over time?	As a geographer: Can I compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time? Can I identify the main physical and human characteristics of the countries of Europe? Can I describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?	As a geographer: Can I understand some of the reasons for geographical similarities and differences between countries? Can I explain how locations around the world are changing and explain some of the reasons for change? Am I beginning to understand and explain geographical diversity across the world?	As a geographer: Can I explain and discuss a range of reasons for geographical similarities and differences between countries? Can I explain how locations around the world are changing and explain some of the reasons for change? Can I describe geographical diversity across the world?

							Can I describe geographical similarities and differences between countries? Can I describe how the locality of the school has changed over time?		
--	--	--	--	--	--	--	--	--	--

Skill	2 Year olds	3-4 Year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-------	-------------	---------------	-----------	--------	--------	--------	--------	--------	--------

Human and Physical Geography									
-------------------------------------	--	--	--	--	--	--	--	--	--

Recognise human and physical features		As a geographer: Can I look closely at similarities and differences, patterns and change?	As a geographer: Can I make observations of the environment and explain why some things occur and talk about changes?	As a geographer: Can I compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality? Comparing and Contrasting a farm with the seaside. Can I talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis? Can I identify land use around the school? Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied?	As a geographer: Can I ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? Can I talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles? Can I compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences? Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied?	Can I ask and answer geographical questions about the physical and human characteristics of a location? Can I describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country? Can I describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country?	Can I ask and answer geographical questions about the physical and human characteristics of a location? Can I describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle? Can I describe key aspects of human geography including settlements and land use?	Am I beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations? Am I beginning to identify and describe how the physical features affect the human activity within a location? Can I identify and describe the main human and physical characteristics of South and Central America? Am I beginning to understand and explain how countries and geographical regions are interconnected and interdependent? Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time? Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the	Can I collect and analyse statistics and other information in order to draw clear conclusions about locations? Can I identify and describe how the physical features affect the human activity within a location? Can I identify and describe the main human and physical characteristics of North and South America? Can I explain how countries and geographical regions are interconnected and interdependent? Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time? Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the
--	--	--	--	---	---	---	--	--	---

								aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle? Can I describe and understand key aspects of 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?	water cycle? Can I describe and understand key aspects of 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?
--	--	--	--	--	--	--	--	--	--

Skill	2 Year olds	3-4 Year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map/ fieldwork skills									
To understand direction and location	See geographic enquiry skills	See geographic enquiry skills	See geographic enquiry skills	Follow directions (Up, down, left/right, forwards/backwards).	Follow directions (as yr 1 and inc'. NSEW).	Use 4 compass points to follow/give directions. Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well. Begin to use 8 compass points. Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map.	Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps				Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph).	Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order. Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
To use representation (by				Use own symbols on imaginary map.	Begin to understand the need for a key.	Know why a key is needed. Use standard symbols	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key.	Use/recognise OS map symbols. Use atlas symbols

symbols and keys) accurately					Use class agreed symbols to make a simple key.			Use/recognise OS map symbols.	
Use maps correctly				Use a simple picture map to move around the school. Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering).	Locate places on large scale maps, (e.g. Find UK or India on globe). Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.). Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world).	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns).
To understand scale and distance				Use relative vocabulary (e.g. bigger/smaller, like/dislike).	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.).	Use a scale to measure distances. Draw/use maps and plans at a range of scales
To identify changes in perspective				Draw around objects to make a plan.	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point.	Draw a sketch map from a high view point.	Draw a plan view map with some accuracy.	Draw a plan view map accurately.
To develop understanding of using different map styles				Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.