**Harting Church of England Primary School**

**Geography Progression of Skills**

Please use this as a reference point when planning and teaching units of work. It is essential that children have been taught the full range of skills by the end of each of their academic year groups. Children will be assessed against this document to show which skills they have met the age related expectation for, which they have exceeded and which they are working towards.

Digital art such as graphic drawing programs and photography may be used throughout.

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|  | Year 1 | | | Year 2 | Year 3 | | Year 4 | Year 5 | Year 6 | |
| **Geographical Skills and Fieldwork** | Ask simple geographical questions e.g. What is it like to live in this place?  Use simple observational skills to study the geography of the school and its grounds  Use simple maps of the  local area e.g. large scale print, pictorial etc.  Use locational language (e.g. near and far, left and right) to describe the location of features and routes  Make simple maps and plans e.g. pictorial place in a story | | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (those you study in topics)  Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | | Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if… continues?  Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.    Recognise that different people hold different views about an issue and begin to understand some of the reasons why  Communicate findings in ways appropriate to the task or for the audience  Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.  Use basic geographical vocabulary such as cliff,  ocean, valley, vegetation, soil, mountain, port, harbour, factory, office  Make more detailed fieldwork sketches/diagrams  Use fieldwork instruments e.g. camera, rain gauge  Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features  Use four figure grid references    Use the 8 points of a compass  Make plans and maps using symbols and keys | Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.  Measure straight line distances using the appropriate scale  Explore features on OS maps using 6 figure grid references  Draw accurate maps with more complex keys  Plan the steps and strategies for an enquiry | | Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world  use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies  Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc  .  Use maps, charts etc. to support decision making about the location of places e.g. new bypass |
| **Locational Knowledge** | Understand how some places are linked to other places e.g. roads, trains | Name and locate the world's seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom  Name, locate and identify characteristics of the seas surrounding the United Kingdom | | | Identify where countries are within the UK and the key topographical features    Name and locate the cities of the UK | Recognise the different shapes of the continents  Demonstrate knowledge of features about places around him/her and beyond the UK  Identify where countries are within Europe, including Russia  Recognise that people have differing qualities of life living in different locations and environments  Know how the locality is set within a wider geographical context | | Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day    Recognise the different shapes of countries    Identify the physical characteristics and key topographical features of the countries within North America  Know about the wider context of places e.g. county, region, country  Know and describe where a variety of places are in relation to physical and human features  Know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent | | Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  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) |
| **Human and Physical** | describe seasonal weather changes | | Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | Identify physical and human features of the locality  Explain about weather conditions/patterns around the UK and parts of the Europe | Describe human features of the UK regions, cities and/or counties  Understand the effect of landscape features on the development of a locality  Describe how people have been affected by changes in the environment  Explain about natural resources e.g. water in the locality    Explore weather patterns around parts of the world | | Know about the physical features of coasts and begin to understand erosion and deposition  Understand how humans affect the environment over time  Know about changes to the world environments over time  Understand why people seek to manage and sustain their environment | | Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  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 |
| **Place Knowledge** | Name, describe and compare familiar places  Link their homes with other places in their local community    Know about some present changes that are happening in the local environment e.g. at school  Suggest ideas for improving the school environment | | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | | Understand why there are similarities and differences between places  Develop an awareness of how places relate to each other | Know about the wider context of places – region, country    Understand why there are similarities and differences between places | | Compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences | | Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America |