

Skills progression in Geography

Topic area	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry (builds on questions from previous years)	To ask geographical questions e.g. what is it like to live in this place? What is this place like? What or who will I see in this place?	To ask geographical questions e.g. where is this place? What is this place like? What or who will I see in this place? What do people do in this place? How has it changed?	To ask and answer geographical questions about the physical and human characteristics of a location: Where is this location? What do you think about it? To use a range of resources to identify the key physical and human features of a location.	To ask and answer geographical questions about the physical and human characteristics of a location: What is this landscape like? What will it be like in the future? To use a range of resources to identify the key physical and human features of a location.	To ask questions: What is this landscape like? How has it changed? What made it change? How is it changing? To understand some of the reasons for geographical similarities and differences between countries.	ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed?
	To express their own views about a place, people or environment	To express their own views about a place, people, environment or location. To give detailed reasons to support their own likes, dislikes or preferences	To analyse evidence and draw conclusions e.g. describe geographical similarities and differences between countries using photos/pictures, temperatures in different locations, population	To analyse evidence and draw conclusions e.g. describe geographical similarities and differences between countries using photos/pictures/maps	To analyse evidence, statistics and other information and draw clear conclusions about locations e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life	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
	To recognise how places have become the way they are e.g. shops (patterns and processes)	To recognise how places have become the way they are e.g. shops (patterns and processes)	To identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate To explore geographical issues through drama role play e.g. recycling To describe how the locality of the school has changed over time.	To identify and explain different people's views of locations including their own, giving reasons.	To identify and explain different views of people including themselves To design and use questionnaires to obtain views of community on Subject To use range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views
	To observe and record land use around the school e.g. identify buildings on a street – memory maps	To observe and record land use around the school in different ways eg. sketches, diagrams, ICT maps	To collect and record evidence: construct a questionnaire, use a field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)	To collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns	To collect and record evidence. To conduct a land use survey. To categorise codes	collect and record evidence record measurement of river width/ depth/ velocity

<p>Geographical language</p>	<p>To use basic geographical language to describe: Key physical features, including: beach, coast, forest/woods, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, road, office and shop.</p>	<p>To use basic geographical language to describe: Key physical features, including: beach, coast, forest/woods, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, road, office and shop.</p> <p>To describe direction – 4 compass points N,S,E,W</p>	<p>To describe route and direction – 8 compass points e.g. N, S, E, W, NW, NE, SW, SE</p> <p>link words to topic e.g. river/meander/flood/plain /location/industry/transport</p> <p>To describe key aspects of: Physical geography including: rivers, mountains, volcanoes, earthquakes Human geography including: settlements and land use.</p> <p>To name and locate the countries of Europe (including Russia) and identify their main physical and human characteristics.</p> <p>To name and locate the Equator, Northern Hemisphere and Southern Hemisphere.</p>	<p>To describe route and direction linking N/S/E/W with degrees on the compass To use the 4 points of a compass, four figure grid references, symbols and keys (that uses standard Ordnance Survey symbols) communicate knowledge of the United Kingdom and the wider world.</p> <p>To link words to topic/theme e.g. contour/height/valley To name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p> <p>Name and locate counties and cities of the United Kingdom, 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.</p>	<p>To describe route and direction, location linking 8 points of compass to degrees on compass To use the eight points of a compass, four figure grid references, symbols and keys (that uses standard Ordnance Survey symbols) communicate knowledge of the United Kingdom and the wider world.</p> <p>To link words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ Headland</p> <p>To describe and understand key aspects of: Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. Human geography including: settlements and land use</p> <p>To identify and describe the geographical significance of latitude, longitude, Equator, Northern hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones (including day and night).</p> <p>To name and locate the countries of North and South America and identify their main physical and human characteristics. To name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over</p>	<p>· 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</p>
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