

# Skills Progression for Geography

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Enquiry</b>	<p>Identify and describe features in the local environment, <b>e.g. house, farm, church.</b></p> <p>Use photos and pictures to locate places in the local environment.</p> <p>Talk about the local environment.</p>	<p>Name and describe physical and human features in the local environment.</p> <p>Use photos and simple street plans to find places in the local environment.</p> <p>Talk about features of the local environment that are liked and disliked.</p>	<p>Sort, group and compare physical and human features in the local environment.</p> <p>Use maps and simple street plans to locate places and features in the locality and further afield.</p> <p>Talk about and compare features of the local environment.</p>	<p>Ask and respond to simple geographical questions.</p> <p>Use an increasing range of secondary sources and first-hand enquiry, <b>e.g. surveys.</b></p> <p>Present findings using a range of simple graphs and charts.</p> <p>Talk about evidence and draw simple conclusions.</p>	<p>Respond to challenging geographical questions by planning a range of tasks in order to find the answers.</p> <p>Use primary and secondary sources to find information about a range of localities.</p> <p>Present findings and statistical information in a range of different ways <b>e.g. line graphs and pie charts.</b></p> <p>Present reasoned conclusions when presenting my findings.</p>	<p>Set own challenging questions when investigating geographical features and issues.</p> <p>Select appropriate sources of primary and secondary information to support investigation.</p> <p>Select an appropriate way in which to present statistical information and findings.</p> <p>Ensure that conclusions make accurate reference to the evidence presented.</p>	<p>Draw on own knowledge and understanding, suggest relevant geographical questions and issues and appropriate sequences of investigation</p> <p>Use multiple sources of increasingly complex skills and sources of evidence and use effectively.</p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p> <p>Present findings in a coherent way and reach conclusions that are consistent with evidence.</p>
<b>Geographical Skills &amp; Fieldwork</b>	<p>Talk about and describe features of the local environment from photos and leaflets etc.</p> <p>Label photos and pictures of the local environment, <b>e.g. the church, river etc.</b></p> <p>Use simple aerial photos to identify landmarks and basic human and physical features.</p> <p>Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Carry out a small local survey, <b>e.g. traffic, litter, land use.</b></p> <p>Identify geographical features on a large scale map.</p> <p>Create a simple map of a familiar location using symbols and a simple key to represent landmarks.</p> <p>Use simple compass directions (<b>North, South, East, and West</b>) to describe the location of features on a map.</p> <p>Use world maps, atlases and globes to identify world countries, continents and oceans.</p>	<p>Carry out a small local survey, <b>e.g. traffic, litter, land use.</b></p> <p>Identify a range of geographical features on maps.</p> <p>Create a simple map of a familiar location using symbols and a simple key to represent landmarks.</p> <p>Use the 8 points of the compass to describe the location of features and routes on a map.</p> <p>Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.</p>	<p>Take part in simple fieldwork using simple equipment, <b>e.g. compass, map, camera etc.</b></p> <p>Use simple geographical vocabulary, <b>e.g. country, city, climate, landscape.</b></p> <p>Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass. Plan and follow a route using an Ordnance Survey map.</p> <p>Use world maps, atlases and globes and digital/computer mapping to locate towns/cities in the UK.</p>	<p>Use a range of equipment and maps to conduct fieldwork tasks.</p> <p>Communicate findings using geographical terms, <b>e.g. location, land use, settlement.</b></p> <p>Map a route to another location in the UK using six-figure grid referencing.</p> <p>Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.</p> <p>Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Use a range of equipment and maps to conduct independent fieldwork.</p> <p>Communicate findings using complex terminology, <b>e.g. erosion, delta, meander.</b></p> <p>Locate a city in the UK using six-figure grid referencing.</p> <p>Map a route to other locations in Europe and beyond.</p> <p>Plot a series of points along a route and use the scale to calculate the distance.</p> <p>Create maps of the local environment and beyond using different scales and six-figure grid referencing.</p>	<p>Build on knowledge of globes, maps and atlases and apply knowledge routinely both in the classroom and the field.</p> <p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.</p> <p>Locate places worldwide using six figure grid referencing.</p> <p>Map a range of routes to worldwide locations.</p> <p>Identify the most direct, cost effective shortest route between two points or locations.</p> <p>Create maps using appropriate scales and six-figure grid referencing.</p>
<b>Location &amp; Place Knowledge</b>	<p>Talk about and describe people and places in the local area.</p> <p>Talk about similarities and differences between places, <b>e.g. the school playground and the town park.</b></p> <p>Talk about different ways to travel, <b>e.g. on foot, by car, train, bus etc.</b></p> <p>Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.</p>	<p>Talk about and describe key features of the local area.</p> <p>Describe and compare features of known localities.</p> <p>Talk about and describe a contrasting locality in the UK.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Talk about and compare features of the local area.</p> <p>Compare features of localities, giving reasons for their similarities and differences.</p> <p>Compare and contrast localities in the UK.</p> <p>Compare and contrast the world's seven continents and five oceans.</p>	<p>Talk about and describe features of localities beyond the local area, including a region within the United Kingdom.</p> <p>Describe and compare contrasting locations within and beyond the UK, (a contrasting non-European country)</p> <p>Suggest reasons for the location of towns and settlements in a particular place, <b>e.g. next to a river, on a hilltop.</b></p> <p>Identify physical and human features within a local study and how they have changed over time.</p> <p>Identify the Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p>	<p>Talk about and describe a range of cities and countries around the world, including a region in a European country.</p> <p>Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence.</p> <p>Identify physical and human features that have contributed towards the change and development of a locality.</p> <p>Talk about the way in which the physical location can determine the growth of a settlement or industry.</p> <p>Identify the Equator, and the Tropics of Cancer and Capricorn.</p>	<p>Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America.</p> <p>Support reasons for the physical and human features of a location with factual evidence.</p> <p>Suggest ways in which a location might develop and change in the future, based on factual information.</p> <p>Identify and describe the links and relationships that connect localities both within and beyond the UK.</p> <p>Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone.</p>	<p>Extend and deepen locational knowledge and spatial awareness of the world's countries and environmental regions, including polar and hot deserts.</p> <p>Recognise that physical and human processes interact to influence and change landscapes, environments and climates.</p> <p>Describe the ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.</p> <p>Recognise the many links and relationships that make places dependent on each other.</p>
<b>Human and Physical</b>	<p>Use simple geographical words to describe physical features <b>e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</b></p> <p>Use simple geographical words to describe human features <b>e.g. city, town, village, factory, farm, house, office, port, harbour, shop.</b></p>	<p>Talk about the seasons and the changes that take place in spring, summer, autumn, winter in the UK.</p> <p>Talk about and describe features of landmarks within the locality.</p> <p>Identify and describe patterns and changes within the local environment.</p>	<p>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Talk about and describe the function of features and landmarks within a locality.</p> <p>Describe and compare patterns and changes within the local environment.</p>	<p>Identify a range of simple physical processes, <b>e.g. rivers, mountains, volcanoes and earthquakes.</b></p> <p>Identify a range of simple human processes, <b>e.g. types of settlement and land use.</b></p> <p>Identify simple geographical patterns, <b>e.g. hotels on a seafront.</b></p> <p>Identify and describe the way in which physical and human processes can change the features of a locality.</p>	<p>Identify an increasing range of physical processes, <b>e.g. climate zones and biomes.</b></p> <p>Identify an increasing range of human processes, <b>e.g. economic activity including trade links.</b></p> <p>Give simple explanations for the location of human and physical features within a locality.</p> <p>Recognise and describe a wide range of geographical patterns.</p>	<p>Identify a range of physical processes, <b>e.g. vegetation belts and the water cycle.</b></p> <p>Identify a range of human processes, <b>e.g. distribution of natural resources including energy, food, minerals and water.</b></p> <p>Identify and describe in detail the impact of change on the lives of people in a given locality.</p> <p>Compare and contrast an increasing range of geographical patterns.</p>	<p>Understand the key processes in physical geography relating to geographical timescales and plate tectonics, weather/weathering, climate and climate change, glaciation &amp; coasts.</p> <p>Understand the key processes in human geography relating to population and urbanisation, international development, economic activity and use of natural resources.</p> <p>Recognise that the environment in the place and the lives of the people who live there are affected by actions and events in other places.</p>
<b>Sustainability</b>	<p>Talk about the things I like and don't like about the local environment.</p> <p>Talk about what people do in the local environment.</p>	<p>Express thoughts and views about a locality.</p> <p>Talk about how people can affect the environment they live in.</p>	<p>Give reasons for thoughts and views about a locality.</p> <p>Talk about and describe how people try to improve and sustain their environment.</p> <p>Give reasons for local environmental issues.</p>	<p>Justify reason, thoughts and views with factual information.</p> <p>Provide factual evidence to support ways in which people can improve and sustain the environment.</p> <p>Use a range of sources of evidence to support environmental issues.</p>	<p>Talk about and give reasons for own and others views about changes to the environment.</p> <p>Talk about and describe how people's actions can damage and improve the environment.</p> <p>Talk about and describe reasons for global environmental issues.</p>	<p>Recognise and describe the different views that people may hold when changes are made to the environment.</p> <p>Talk about and describe the ways in which groups try to manage an environment's sustainability.</p> <p>Describe how decisions made about places and environments can impact on the lives of the people who live there.</p>	<p>Recognise how conflicting demands on the environment may arise, describe and compare different approaches to managing environments.</p> <p>Recognise that considerations of sustainable development affect the planning and management of environments and resources.</p>