



GEOGRAPHY PROGRESSION OF KEY SKILLS RECEPTION

	RECEPTION
	As Geographers, we are learning to:
GEOGRAPHICAL ENQUIRY AND FIELDWORK	<ul style="list-style-type: none"> • observe and identify features in the place we live and the natural world. • find out about our environment and talk about features they like and dislike. • make observations of animals and plants and explain why some things occur, and talk about changes. • examine change over time. • explore carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.
LOCATIONAL KNOWLEDGE	<ul style="list-style-type: none"> • talk about the features of their own immediate environment and how environments might vary from one another. • know about similarities and differences in relation to places, objects, materials and living things. • describe their relative position such as behind or next to. • use everyday language to talk about positions and distance to solve problems. • begin to use appropriate words, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ‘temple’ and ‘synagogue’, when talking about the features of a place. • express opinions on natural and built environments and listen to different points of view on the quality of the environment.
PLACE KNOWLEDGE	<ul style="list-style-type: none"> • find out about similarities and differences between themselves and others, and among families, communities and traditions. • comment and ask questions about aspects of our familiar world such as the place where they live/ natural world. • observe and identify features in the place we live and the natural world. • talk about features of a place we are learning about. • find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • begin to use of words to express opinions, e.g. ‘busy’, ‘quiet’ and ‘pollution’
HUMAN AND PHYSICAL GEOGRAPHY	<ul style="list-style-type: none"> • make observations of animals and plants and explain why some things occur, and talk about changes. • know about similarities and differences between themselves and others, and among families, communities and traditions. • notice and discuss patterns around us, e.g. rubbings from grates, covers, or bricks. • identify seasonal patterns – focusing on plants and animals. • explore our local environment and talk about the changes they see. • talk about the similarities and differences between my friends and myself and look at photos of children and places around the world.

AREAS OF STUDY

Ourselves – our route to school, the natural world around them, local environment

People Who Help Us – journeys, local fire station, community, shops, library, doctors

Making Journeys and Transport – travelling by road, sea, air, physical and human features

Beyond the Sea - contrasting environments, hot and cold places, treasure maps,

Animals and Minibeasts – habitats, contrasting habitats – hot and cold countries



GEOGRAPHY PROGRESSION OF KEY SKILLS KEY STAGE ONE

	YEAR ONE	YEAR TWO
	As Geographers, we are learning to:	As Geographers, we are learning to:
GEOGRAPHICAL ENQUIRY AND FIELDWORK	<ul style="list-style-type: none"> - use globes, maps and plans at a range of scales e.g. following a route on a map - use secondary sources of information to answer some questions about our locality e.g. books, the Internet, Google Maps, atlases, Internet, pictures, stories, information texts, videos and artefacts - fill in and use a chart or graph such as a class weather chart or traffic survey - make lists of places with similar characteristics – e.g. the seaside, towns - show interest in what we see in field work - record what we have seen, in simple ways, including writing, maps, pictures and diagrams with labels - remember and talk about what was seen - express our own views about people, places and environment e.g. litter in the local park - use a digital cameras to record what we see - collect simple statistics – longest, shortest, highest - ask geographical questions – such as ‘What is it like to live in this place?’ - use geographical vocabulary e.g. ‘hill’, ‘canal’, ‘motorway’, ‘near’, ‘far’, ‘north’ and ‘south’ - observe and record features (such as buildings in a local street) and complete a chart - use fieldwork skills e.g. recording info on a school plan or local area map - use and make simple blocked maps and plans and talk about them e.g. pictorial map of a place in a story, map of school, journey to school <p>CHALLENGE:</p>	<ul style="list-style-type: none"> - use secondary sources of information including globes, maps, plans, Internet, photographs, artefacts, stories, information texts, Google Maps, aerial photographs, newspaper reports and documentaries to ask and answer some questions using different resources - use geographical vocabulary to make lists of places with similar characteristics e.g. ‘hill’, ‘canal’, ‘motorway’, ‘seaside’, ‘farm’ - show interest in what we see in field work - use a digital cameras to record what we see - record and interpret what we have seen, in simple ways, including writing, maps with basic symbols in a key, diagrams and photographs with labels using some geographical words - remember and talk about what we have found out and express our own views about people, places and environment e.g. the use of the canal, the use of Pennington Flash, traffic, housing developments - collect and analyse simple statistics – ‘longest’, ‘shortest’, ‘highest’, ‘furthest’, ‘nearest’, ‘busiest’, ‘quietest’ - ask geographical questions – such as ‘What is it like to live in this place?’ - observe and record features (such as types of buildings in a local street) and complete a chart - use fieldwork skills e.g. reviewing the land use and recent housing development - express our opinion - say what we like and don’t like about our locality and a contrasting locality – using similarities and differences - express their opinion - say what we like and don’t like about our locality and a contrasting locality – using similarities and differences - to point out the North, South, East and West associated with maps and compass and use locational and directional language (e.g. ‘near’, ‘far’, ‘left’ and ‘right’) to describe the location of features on a map <p>CHALLENGE:</p>

	<ul style="list-style-type: none"> - answer questions using a weather chart, traffic survey - make plausible predictions about what the weather may be like later in the day or tomorrow 	<ul style="list-style-type: none"> - make plausible predictions about what the weather may be like in different parts of the world
LOCATIONAL KNOWLEDGE	<ul style="list-style-type: none"> - name, locate the United Kingdom on a world map - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom - name and locate Wigan, Manchester and Liverpool on a map of the United Kingdom - mark the location of the school on a simple local map - identify where they have been on holiday, using a map - point out where the equator, north pole and south pole are on a globe or atlas - locate hot and cold areas of the world in relation to the Equator, North and South Poles 	<ul style="list-style-type: none"> - name, locate the United Kingdom on a world map - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - name and locate Wigan, Manchester and Liverpool on a map of the United Kingdom (revisit and consolidate from Year 1) - name and locate the world's seven continents and five oceans <p>CHALLENGE:</p> <ul style="list-style-type: none"> - identify where we have been on holiday, using a map
PLACE KNOWLEDGE	<ul style="list-style-type: none"> - describe different types of buildings in our locality and a contrasting locality - describe places using their characteristics and simple vocabulary – e.g. house, street, wood - understanding geographical similarities and differences through the study of human and physical geography in the local area - understand geographical similarities and differences through the study of places linked to other topic areas - begin to explain why people would wear different clothes at different times of the year - say something about the people who live in hot and cold places - explain what they might wear if they lived in a very hot or a very cold place 	<ul style="list-style-type: none"> - describe different types of buildings in our locality, a contrasting locality and a non-European country - describe places using their characteristics and simple vocabulary – e.g. wood, beach, coast, forest, hill, mountain, ocean, valley - understanding geographical similarities and differences through the study of human and physical geography in the local area - understand geographical similarities and differences through the study of places linked to other topic areas - describe observations about the people who live in a contrasting non-European country <p>CHALLENGE:</p> <ul style="list-style-type: none"> - explain what makes a locality special
HUMAN AND PHYSICAL GEOGRAPHY	<ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the United Kingdom - explain the main features of a hot and cold place - explain how the weather changes with each season 	<ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the United Kingdom - describe key physical features using geographical vocabulary, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - describe key human features using geographical vocabulary including: city, town, village, factory, farm, house, office, port, harbour and shop

	<p>- describe key physical features using geographical vocabulary, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>- describe key human features using geographical vocabulary including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>- explain how the jobs people do may be different in different parts of the world</p> <p>- question whether people ever spoil the area. How?</p> <p>- question whether people try to make the area better. How?</p> <p>CHALLENGE:</p> <p>- explain how the weather affects people in different countries</p>
<p>AREAS OF STUDY</p>	<p>Our local area – local area study, using maps and fieldwork. Identify United Kingdom, its countries, capital cities and characteristics.</p> <p>Journey to school – familiar landscapes</p> <p>Contrasting Locality – London, maps, traffic surveys, modes of transport, human and physical features, compare and contrast</p> <p>The Weather – identify seasonal and daily weather patterns, hot and cold places in the world. Using geographical vocabulary to refer to human features of the environment</p>	<p>Use world maps, atlases and globes to identify the USA and the United Kingdom.</p> <p>Name and label the world’s seven continents, and five oceans</p> <p>Use simple compass directions when using maps.</p> <p>A local area study, using maps and fieldwork of the United Kingdom and the local area.</p> <p>Features of seaside resorts – contrasting localities. Surrounding seas of the United Kingdom.</p> <p>A study of a contrasting non-European country – South Africa – understanding geographical similarities and differences.</p>

GEOGRAPHY PROGRESSION OF KEY SKILLS LOWER KEY STAGE TWO



	YEAR THREE	YEAR FOUR
	As Geographers, we are learning to:	As Geographers, we are learning to:
GEOGRAPHICAL ENQUIRY AND FIELDWORK	<ul style="list-style-type: none"> - identify key features of locality by using a map and key symbols - use correct geographical words to describe a place and the things that happen there - use fieldwork to observe, measure, record and present key features of a locality - make accurate measurement of distances within 100Km using a scaled map - take and use digital photographs to record and present human and physical features in the locality - make detailed sketches whilst on field work and draw labelled diagrams - draw simple maps and plans, sometimes with keys to identify fertile land, sea, crops - use tally charts and simple tables to collect information - ask and begin to answer simple geographical questions - discuss changes in weather and seasons from a chart and how this impacts upon everyday life in the locality - use aerial photographs to identify land use and other geographical features - describe the impact of the water cycle and weather upon a locality - name and use North, South, East and West 	<ul style="list-style-type: none"> - find the same place on a globe and in an atlas and compare information - use maps and atlases appropriately by using contents and indices - label the same physical and human features on an aerial photograph and maps and use keys and symbols - use prediction and prior knowledge to find out about unknown places, and combine this with observation - use a range of primary and secondary sources, including the Internet, Google Earth, and questionnaires to observe, measure, record and present features - understand that different places may have similar / different characteristics and give reasons for these - discuss changes in weather and seasons from a chart and how this impacts upon everyday life in the locality - collect information for a locality to analyse and describe how aspects of human and physical characteristics have changed over time - collect statistics relating to the cities in Europe and present them appropriately - suggest own ways of presenting information, including graphically and in writing - plan routes using 4 points of the compass - use maps with simple 4 figure grid references
LOCATIONAL KNOWLEDGE	<ul style="list-style-type: none"> - use maps, atlases and globes to locate Africa, Egypt and the Nile Valley (contrasting locality) - name and label a number of countries in the Northern Hemisphere 	<ul style="list-style-type: none"> - use maps, atlases and globes to locate North and South America and India - using an atlas to identify countries within continents - using an atlas to identify capital cities in Europe - name up to six cities in the UK and locate them on a map

	<ul style="list-style-type: none"> - name and locate some well-known European countries - name and locate the capital cities of neighbouring European countries - name and locate counties, geographical regions and cities of the United Kingdom - know the main aspects of the British Isles using maps - identify and use features on a map to explore human and physical features of a locality - identify the main regions of the world – continents, equator, tropics - have awareness of different weather in different parts of the world - explain why a chosen locality is a popular holiday destination 	<ul style="list-style-type: none"> - record information on charts, graphs and tables - locate the world's rainforests on both a world map and on the globe - know the difference between the British Isles, Great Britain and UK - explain how a locality has changed over time with reference to human features (use of maps 1900, 1950, 2000) - to plot Drake' route around the world (circumnavigation) - work out routes on maps and plans - locate on a map/globe the voyages of Sir Walter Raleigh and the origins of potatoes & tobacco
PLACE KNOWLEDGE	<ul style="list-style-type: none"> - have awareness of different weather in different parts of the world, especially Europe - recognise characteristic physical and human features of places - built up, noisy, busy .. - understand similarities and differences in places - use aerial photographs to identify land use and other geographical features - express views about local area and environment 	<ul style="list-style-type: none"> - understand similarities and differences between towns/ cities and the countryside, recognising characteristic physical and human features of a place (built up, noisy, busy ..) and give reasons for these - develop knowledge and understanding of rainforests – location, physical features, human influences & climate - understand how economic development can change a place - Identify the parts of a river, and land use around and how these can change people's lives - express views and recognise how people affect the environment, summarising the issues - understand how weather changes an environment
HUMAN AND PHYSICAL GEOGRAPHY	<ul style="list-style-type: none"> - use maps and atlases appropriately by using contents and indices - confidently identify and describe physical features (including volcanoes, rivers, mountains, earthquakes) in a locality - confidently identify and describe human features, including land use and types of settlement in a locality, industry - explain why a locality has certain human features - explain how the lives of people living in contrasting localities would be different from our own - use vocabulary of size to classify –hamlet, town, city 	<ul style="list-style-type: none"> - use appropriate symbols to represent different physical features on a map - explain why people are attracted to live in cities - explain why people may choose to live in a village rather than a city - identify how the features of the rainforests have changed due to continued deforestation - explain how a locality has changed over time with reference to human and physical features and the effects of deforestation - able to discuss the causes of deforestation, the impact of this (cause & effect) and what can be done about it

	<ul style="list-style-type: none"> - know that places are linked by paths or roads - locate the chosen contrasting location and explain why it is a popular holiday destination 	<ul style="list-style-type: none"> - give personal opinions on deforestation and justify/explain these - find different views about an environmental issue - share their own views about an environmental issue - suggest different ways that a locality could be changed and improved - identify how the features of the rainforests have changed due to continued deforestation - know the difference between weather and climate - suggest ways towards a reduction in climate change <p>CHALLENGE:</p> <ul style="list-style-type: none"> - discuss the ways in which the rainforests can be saved /protected (dealing with the effects of deforestation) - explain how people are trying to manage their environment
<p>AREAS OF STUDY</p>	<p>The River Nile – exploring aspects of the human and physical geography. Locate Africa, Egypt, the Nile Valley and the River Nile using maps, atlases and globes.</p> <p>Contrasting locality - Field study of human and physical geography of the region compared to our local area.</p> <p>Exploring the human and physical geography of the rainforests in Chembakolli, India.</p>	<p>Locating countries across the world using maps, globes, atlases, Google Maps – focusing Europe, America, Asia and major cities.</p> <p>Exploring the influence of the Roman and Saxon Invasion upon land use and names in the locality.</p> <p>Studying land use patterns and human geography and how some of these aspects have changed in the United Kingdom over time.</p> <p>Exploring the human and physical geography of the rainforests in South America.</p> <p>Geographical Enquiry and fieldwork in the local environment – school grounds</p>

GEOGRAPHY PROGRESSION OF KEY SKILLS UPPER KEY STAGE TWO



	YEAR FIVE	YEAR SIX
	As Geographers, we are learning to:	As Geographers, we are learning to:
GEOGRAPHICAL ENQUIRY AND FIELDWORK	<ul style="list-style-type: none"> - collect and interpret information about a place and use it in a report - suggest suitable questions for a field work study and find possible answers to their own geographical questions - collect data through making careful measurements - e.g. rainfall, noise level, distance and identify patterns - use and understand simple scale - select a map for a specific purpose - compare maps with aerial photographs - begin to use maps to find out other information e.g. temperature - draw a variety of thematic maps based on their own data - use and recognise OS map symbols and draw a sketch map using symbols and keys - rank information found into order of importance - come to accurate conclusions, using information - collect and analyse statistics about people and places - use the eight points of a compass - begin to use 6 figure grid references <p>CHALLENGE:</p> <ul style="list-style-type: none"> - justify own viewpoint or decision, and use new information to adapt their own viewpoint 	<ul style="list-style-type: none"> - choose the best way to collect information needed and decide the most appropriate units of measure - make careful measurements and analyse data – e.g. population data - using similarity and difference - analyse population data on two settlements and report on findings and questions raised - collect statistics about people and places, and set up a database from fieldwork or research - use maps, aerial photos, plans and web resources to describe what a locality might be like - recognise key symbols used on ordnance survey maps - use 4 and 6 figure grid references - use a compass to follow a route - plan a journey to a place in another part of the world, working out and taking account of distance and time - suggest relevant issues for further study - carefully select sources of evidence, and sift information - speculate and hypothesise about what is found - suggest plausible conclusions, and back this up with evidence - interpret other people’s arguments for change, analysing and evaluating their viewpoints - make a plausible case for environmental change <p>CHALLENGE:</p> <ul style="list-style-type: none"> - use a range of self-selected resources to answer questions - define geographical questions to guide our research - work out an accurate itinerary detailing a journey to another part of the world

LOCATIONAL KNOWLEDGE	<p>As Geographers, we are learning to:</p> <ul style="list-style-type: none"> - locate and name the world's countries, focusing on North and South America on a world map and atlas - identify the position and significance of lines of longitude and latitude <p>CHALLENGE: To begin to recognise the climate of a given country according to its location on the map. Identify key topographical features, including hills, mountains, coasts and rivers.</p>	<p>As Geographers, we are learning to:</p> <ul style="list-style-type: none"> - name and locate the world's countries and geographical regions. - identify and name the Northern and Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. - use Prime and Greenwich Meridian and time zones when planning a journey around the world. - record and explain the human and physical characteristics of selected countries. - locate and name the largest desert in the world <p>CHALLENGE:</p> <ul style="list-style-type: none"> - name and locate the main canals that link different continents - name the main lines of latitude and meridian of longitude
PLACE KNOWLEDGE	<ul style="list-style-type: none"> - begin to recognise the climate of a given country according to its location on the map. - understand geographical similarities of a region in the United Kingdom and compare through the study of human and physical geography <p>CHALLENGE:</p> <ul style="list-style-type: none"> - explain how a location fits into its wider geographical location; with reference to human and economical features (trade links, distribution of natural resources including energy, food, minerals and water) 	<ul style="list-style-type: none"> - recognise the climate of a given country according to its location on the map. - explain how a location fits into its wider geographical location; with reference to human and economical features (trade links, distribution of natural resources including energy, food, minerals and water)
HUMAN AND PHYSICAL GEOGRAPHY	<ul style="list-style-type: none"> - explain and use key features of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes - identify key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time - explore human geography in the United Kingdom, including trade links and the distribution of natural resources (energy, food, mineral and waters) - use contour lines to work out the steepness of hills and mountains 	<ul style="list-style-type: none"> - give extended description of the physical features of different places around the world - give an extended description of the human features of different places around the world - describe how some places are similar and others are different in relation to their physical features - describe how some places are similar and others are different in relation to their human features <p>CHALLENGE:</p> <ul style="list-style-type: none"> - understand the term sustainable development and use it in different contexts

	<ul style="list-style-type: none"> - begin to understand geographical pattern – e.g. industry by a river - explain why many cities of the world are situated by rivers - explain how a location fits into its wider geographical location; with reference to physical features - describe and begin to explain patterns and physical and human changes <p>CHALLENGE:</p> <ul style="list-style-type: none"> - explain what a place (open to environmental and physical change) might be like in the future taking account of physical features - explain why people are attracted to live by rivers <p>To report on ways in which humans have both improved and damaged the environment.</p>	<ul style="list-style-type: none"> - suggest how human activities can cause changes to environment - recognise the different views people hold and the reasons why, in relation to environmental changes - recognise dependent links and relationships in both human and physical geography
<p>AREAS OF STUDY</p>	<p>Understanding how some key geographical features aspects have changed over time.</p> <p>Explore economic activity in the UK, including trade links, the distribution of natural resources including energy, food, minerals and waters.</p> <p>Exploring physical geography – rivers, mountains, volcanoes and earthquakes.</p> <p>Locate countries using world maps to focus on time zones (including night and day).</p> <p>Understand geographical similarities of a region in the United Kingdom and compare to South America through the study of human and physical geography.</p>	<p>Study of an island – geographical features, life on an island, economic activity, land use, types of settlement.</p> <p>Maps skills using Ordnance Survey maps, creating own maps, reading and using keys on maps, 4 and 6 figure grid references.</p> <p>Planning a Gap Year – dream journey around the world</p> <p>Develop knowledge and skills in using compass points.</p>