# Geography Progression of Skills

| | | **Reception**<br>Georgia O'Keeffe | **Year 1**<br>Joan Miro | **Year 2**<br>L.S. Lowry | **Year 3**<br>William Morris | **Year 4**<br>Salvador Dali | **Year 5**<br>Banksy | **Year 6**<br>Lucian Freud |
|---|---|---|---|---|---|---|---|---|
| **Investigating places** | Using maps including types. | • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.<br>• Represent land and sea through small world play. | • Use picture maps and globes.<br>• Use a simple picture map to move around the school.<br>• Recognise that it is about a place. | • Find land/ sea on a globe.<br>• Use teacher-based drawn maps, OS maps and infant atlases.<br>• Follow a route on a map.<br>• Use an infant atlas to locate places. | • Use large scaled OS maps, Digimaps (online) and atlases.<br>• Follow a map with some accuracy.<br>• Begin to identify features on aerial photographs. | • Use large and medium scaled OS maps, Digimaps (online) and atlases.<br>• Follow a route on a large-scale map.<br>• Identify features on aerial photographs. | • Use index and contents pages within atlases, medium scale OS maps and Digimaps (online).<br>• Use maps, atlases and globes to locate countries<br>• Compare maps with aerial photographs.<br>• Select a map for a specific purpose (Atlas, OS map for Clarborough).<br>• Begin to use atlas to find other features of places; e.g. wettest spot in the world. | • Use OS maps and confidently use atlases.<br>• Recognise a world map as a flattened globe.<br>• Follow a short OS route and describe the features shown.<br>• Locate places on a world map.<br>• Use atlases to find out about other features of places; e.g. mountain ranges, weather patterns. |
| | Location and Place knowledge | • Observe, find out about and identify features in the place they live and in the natural world.<br>• Talk about the changes they see; including plants and animals. | • Learn names of the UK's 4 countries and capital cities; England-London, Northern Ireland-Belfast, Scotland-Edinburgh, Wales-Cardiff.<br>• Locate and name on a UK map major characteristic; London, River Thames, Retford, Seas. | • Name and locate the world's seven continents.<br>• Name and locate the world's five Oceans. | • Begin to identify points on a map A, B, C.<br>• Name and locate Europe, the Americas (North and South) and the Equator on a map.<br>• Locate the tropics and make links to locations.<br>• Recognise similarities and differences in the UK and South America<br>• Locate the Equator and the different regions. Noting locations. | • Begin to identify significant places and environments.<br>• Begin to name and locate countries and major cities of Europe.<br>• Recognise similarities and differences in Europe.<br>• Begin to locate the tropics. | • Identify significant places and environments.<br>• Name and locate the world's countries, major cities<br>• Name and locate the world's Seas and Oceans on a larger scale map.<br>• Recognise similarities and differences in the UK and South America (Caracas, Venezuela) | • Confidently identify significant places and environments.<br>• Identify; Equator, Northern and Southern Hemisphere, Tropics and Circles on a map and make links to locations. |

# Geography Progression of Skills

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Investigating patterns** | Human and Physical knowledge | • Identify seasonal patterns – focusing on plants and animals.<br>• Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.<br>• Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. | • Identify seasonal and daily weather patterns.<br>• Location of hot and cold countries in the world.<br>• Compare 1 hot and 1 cold country. | • Location of hot and cold countries in the world, the Equator and North and South Poles.<br>• Study of these regions in their basic form; Rainforest, Polar Regions, Oceans and seas, Changing weather,<br>• Compare Retford to a non-European country- Australia | • Describe and understand key physical aspects of climate, rivers, earthquakes and volcanoes.<br>• Describe and understand key human aspects of settlements.<br>• Study of South America e.g. the Amazon; rainforest, river, settlement<br>• Comparison of a place in the UK to a place in Europe (Greece). | • Describe and understand key physical aspects of climate zones and mountains.<br>• Describe and understand key human aspects of settlements, land use and trade links.<br>• Study and locate the world's Oceans | • Recognise and describe key physical aspects of Rivers, Mountains and the water cycle.<br>• Recognise and describe the key human aspects of the distribution of natural resources including energy and pollution.<br>• Study and locate the world's Seas and Oceans including location | • Describe and understand key physical aspects of climate zones, biomes, vegetation belts.<br>• Describe and understand key human aspects of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. |
| **Communicate geographically** | Geographical enquiry | • Encourage children to express opinions on natural and built environments.<br>• Teacher offering different points of view on the quality of the environment; 'What if…' 'How can we…'<br>• Offer ideas on their likes and dislikes.<br>• Begin to compare places; e.g. park to a house. | • Teacher led enquiries; ask and respond to simple closed questions.<br>• Use information books/pictures as a source of information.<br>• Investigate their surroundings.<br>• Make observations about where things are e.g. in school or local area. | • Children encouraged to ask simple geographical questions; Where is it? What's it like?<br>• Use Non-fiction books, stories, maps, pictures/photos and internet as sources of information.<br>• Investigate their surroundings.<br>• Make observations about why things happen.<br>• Make simple comparisons between features of different places. | • Begin to ask/ initiate geographical questions.<br>• Use Non-fiction books, stories, atlases, pictures/photos and internet as sources of information.<br>• Investigate places and themes.<br>• Analyse evidence and draw conclusions e.g. making comparisons between two temperatures in different locations. | • Ask and respond to questions and offer their own ideas.<br>• Extend sources of information to satellite images and aerial photos.<br>• Investigate places and themes.<br>• Collect and record evidence with some support.<br>• Analyse evidence and draw conclusions e.g. make comparisons between locations using maps/ photos. | • Begin to suggest questions for investigation.<br>• Begin to use Primary and Secondary sources of evidence.<br>• Investigate places on a larger scale; contrasting and distant places.<br>• Collect and record evidence unaided.<br>• Analyse evidence and draw conclusions; temperature of various locations and the influences on people/everyday life. | • Suggest questions for investigating<br>• Use Primary and Secondary sources for evidence.<br>• Investigate places on a larger scale; contrasting and distant places.<br>• Collect and record evidence unaided.<br>• Analyse evidence and draw conclusions; temperature of various locations, look at patterns and explain the reasons behind it. |

# Geography Progression of Skills

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Communicating geographically** | Direction, Scale and distance | • Explore their local environment.<br>• Follow one step positional direction; stand up, sit down, under the table, on the chair.<br>• Use language; big, small. | • Follow directions; Up, down, left, right, forwards, backwards.<br>• Use relative vocabulary; bigger, smaller, like, dislike. | • Follow directions; Up, down, left, right, forwards, backwards, North, East, South, West.<br>• Begin to spatially match places; recognise the UK on a small and large map. | • Use 4 compass points to follow and give direction.<br>• Use letter and number coordinates to locate features on a map.<br>• Begin to match boundaries. | • Use 4 compass points well.<br>• Begin to use 8 compass points.<br>• Use letter and number coordinates to locate features on a map.<br>• Begin to match boundaries. | • Use 8 compass points.<br>• Begin to use 4 figure coordinates to locate features on a map.<br>• Measure straight line distance on a plan.<br>• Find and recognise places on maps of different scales. | • Use 8 compass points accurately.<br>• Use 4 figure coordinates to locate features on a map.<br>• Begin to use 6 figure grid references: use latitude, longitude and equator on atlas maps.<br>• Use a scale to measure distances.<br>• Draw/use maps and plans at a range of scales. |
| | Drawing maps including symbols. | • Begin to make marks to represent homes and trees.<br>• Begin to make marks to represent journeys; cars on a mat. | • Draw picture maps from imagination and stories.<br>• Draw around an object to make a plan.<br>• Use own symbols. | • Draw a map.<br>• Look down on objects to make a plan view map.<br>• Add detail to a sketch map from an aerial photo.<br>• Begin to understand the need for a key.<br>• Use class agreed symbols to make a simple key. | • Try to make a map of a short route with ordered features.<br>• Begin to draw a sketch map from a high viewpoint.<br>• Try to make a simple scaled drawing.<br>• Know why a key is needed.<br>• Use standard symbols. | • Try to make a map of a short route with ordered features.<br>• Draw a sketch map from a high viewpoint.<br>• Make simple scaled drawings.<br>• Know why a key is needed.<br>• Begin to recognise symbols on an OS map. | • Begin to draw a variety of thematic maps based on their own data.<br>• Draw a plan view map with accuracy.<br>• Draw a sketch map using symbols and a key.<br>• Use/recognised OS map symbols. | • Draw a variety of thematic maps based on their own data.<br>• Draw a plan view map accurately.<br>• Begin to draw plans of increasing complexity.<br>• Use and recognised OS map symbols.<br>• Use Atlas symbols. |

# Geography Progression of Skills

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Communicating geographically** | Key Vocabulary | Town, village, road, path, house, flat, school, shop, church, walk, drive, car, aeroplane, bus, train, busy, quiet, pollution, hot, cold, wet, dry, rain, sun, tree, sky, grass, beach, forest. Left, right, forwards, backwards | Human: city, town, village, factory, farm, house, shop, animal. junction, journey, travel<br><br>Physical: beach, forest, mountain, sea, river, seasons: Spring, Summer, Autumn, Winter, weather; hail, rain, sun, fog, wet, dry, hot, North, South, East and West, | Human: Environment, pollution, recycling, energy, endangered, habitat, community, England, Northern Ireland, Scotland, Wales, Eire, Edinburgh, Cardiff, Belfast, London, North Sea, Irish Sea, English Channel. Dublin, distant, local,<br><br>Physical: Environment, polar regions, ocean, drought, landscape, forest, beach, sea, soil, | Human: Environment, North/ South America. Amazon, species ecosystem, deforestation, biodegradable, conservation, global warming, renewable energy, pollution, sustainability, climate change, recycling, endangered, habitat, valley, vegetation, industry, factory,<br><br>Physical: Environment, Continent, equator, longitude, latitude, tropical regions, temperate regions, polar regions, country, weathering, erosion, natural disaster, tectonic plates, | Human: habitat, endangered, climate change, recycling, sustainability, biodegradable, extinction, plantation, species, population, adaptation predator, threat, prey, rural, urban, waste, plastic, greenhouse gases, biomes, settlement,<br><br>Physical: continent, ocean, atmosphere, warm, humid, Northern hemisphere, Southern hemisphere, key (maps) | Human: countries, ecosystem, food chain, pollution, habitat, population, industrial, tourist, features,<br><br>Physical: Precipitation, condensation, evaporation atmosphere, continent, ocean, river, meander, flood, surface, flood plain, sea level, delta, ox-bow lake, water cycle, arid, mouth, source, grid reference, mountain, terrain, contour lines, | Human: biodiversity, management, greenhouse gases, ozone layer, adaptation, interdependence, ecosystems, biomes, consumers, decomposers, tundra, economic activity, characteristics, classification, evolution, import, export, Time zone, Greenwich/ Time meridian, immigrant, distance, scale<br><br>Physical: Arctic, Antarctic, subterranean, equatorial, Tropic of Capricorn, Tropic of Cancer, vegetation belt, climate zone, |