

## Geography: Skills & Knowledge Progression

| Skill                                                            | Foundation                                                                                                        | Year 1                                                                                                                                                                                                                                                                                                                                                         | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Locational Knowledge</b>                                      |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>To have a secure knowledge and understanding of location.</b> | <p>I can explore the world around me.</p> <p>I can make observations and draw pictures of animals and plants.</p> | <p>I am developing a knowledge of the name and location of the world's continents and oceans.</p> <p>I am developing an knowledge of the characteristics, countries and capital cities of the United Kingdom and surrounding areas.</p> <p>Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing.</p> | <p>I can name and locate the world's continents and oceans.</p> <p>I can name, locate and identify characteristics of the countries and capital cities of the United Kingdom and its surrounding areas.</p> <p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are?</p> | <p>I am developing the use of maps to locate some of the world's countries and developing an understanding of human and physical characteristics.</p> <p>I can name and locate countries and some cities in the United Kingdom while developing an understanding of some human and physical characteristics.</p> <p>I am starting to identify the position of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p>Use an index to locate countries, cities and landmarks using an atlas</p> | <p>I can use maps to locate some of the world's countries, including developing a deeper understanding of human and physical characteristics. I can Suggest reasons for their location.</p> <p>I can name and locate countries and some cities in the United Kingdom and understand some human and physical characteristics.</p> <p>I am starting to identify and the position of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> | <p>I can use maps to focus on environmental regions, key physical and human characteristics,</p> <p>I can name and locate counties and cities if the United Kingdom, including an understanding of how geographical regions, identifying human and physical characteristics, key topographical features and land-use patterns change over time.</p> <p>I can identify the position and state the significance of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p><b>Locate</b> the seas around the UK, and counties which suffer flooding and compare with another country.</p> | <p>I have a wider knowledge of the use of maps to focus on environmental regions, key physical and human characteristics, and major cities in Europe and North and South America.</p> <p>I can Understand how time zones are shown on a map.</p> <p>I can name and locate counties and cities if the United Kingdom, including a deeper understanding of how geographical regions, identifying human and physical characteristics, key topographical features and land-use patterns change over time.</p> <p>I can identify the position and clearly state the significance of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p><b>Locate</b> the seas around the UK, and counties which suffer flooding and compare with another, suggesting reasons for flooding.</p> |

### Geography: Skills & Knowledge Progression

| Skill                                                         | Foundation                                                                                                                                                            | Year 1                                                                                                                                                                                                                                                                                                                                                                                                | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Place Knowledge</b>                                        |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>To have a secure knowledge and understanding of place.</b> | I know some similarities and difference between the natural world around me and a contrasting environment, drawing on own experience and what has been read in class. | <p>I am starting to identify the similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>I am starting to identify the similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</p> <p>Express own views about a place, people and environment.</p> | <p>I can identify similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>I can identify the similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences</p> | <p>I am starting to develop an understanding of geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>I am developing an understanding of geographical similarities and differences through the study of human and physical geography of a region of a European country.</p> <p>I am developing an understanding of geographical similarities and differences through the study of human and physical geography of a region of North or South America.</p> <p>Identify features of a place using aerial photographs. Make detailed maps using a key.</p> | <p>I am developing on my understanding of geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Compare and give reasons for the different lifestyles within a country or area of a country..</p> <p>I am developing on my understanding of geographical similarities and differences through the study of human and physical geography of a region of a European country.</p> <p>I am developing on my understanding of geographical similarities and differences through the study of human and physical geography of a region of North or South America.</p> | <p>I have an understanding of geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>I have an understanding of geographical similarities and differences through the study of human and physical geography of a region of a European country.</p> <p>Describe how physical geography influences the day to day life of inhabitants of an area.</p> | <p>I have deeper and clearer understanding of geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>I have a deeper and clearer understanding of geographical similarities and differences through the study of human and physical geography of a region of a European country.</p> <p>I have a deeper and clearer understanding of geographical similarities and differences through the study of human and physical geography.</p> <p>Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p> |

Geography: Skills & Knowledge Progression

| Skill                                                                         | Foundation                                                                             | Year 1                                                                                                                                                                                                                                                                                                                                  | Year 2                                                                                                                                                                                                                                                                                           | Year 3                                                                                                                                                                                           | Year 4                                                                                                                                                                           | Year 5                                                                                                                                                                                                    | Year 6                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human and Physical Geography                                                  |                                                                                        |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                  |                                                                                                                                                                                  |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |
| To have a secure knowledge and understanding of human and physical geography. | I understand some important changes in the natural world around me, including seasons. | <p>I am starting to identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I am starting to identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>I am developing the use of basic geographical vocabulary for physical and human features.</p> | <p>I can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I can identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>I can use basic geographical vocabulary for physical and human features.</p> | <p>I am developing an understanding of physical geography, including describing some aspects.</p> <p>I am developing an understanding of human geography, including describing some aspects.</p> | <p>I have some understanding and can describe some key aspects of physical geography.</p> <p>I have some understanding and can describe some key aspects of human geography.</p> | <p>I have an understanding of physical geography and can clearly describe these key aspects.</p> <p>I have an understanding of aspects of human geography and can clearly describe these key aspects.</p> | <p>I have a wider and deeper understanding of aspects of physical geography and can clearly describe these key aspects.</p> <p>I have a wider and deeper understanding of aspects of human geography and can clearly describe these key aspects.</p> |

### Geography: Skills & Knowledge Progression

| Skill                                                                                                                      | Foundation                                                                                                                                | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 3                                                                                                                                                                                                                                                                                                                                                                                                              | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Geographical Skills and Fieldwork</b>                                                                                   |                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>To have a secure knowledge and understanding of key geographical skills and how to effectively engage in fieldwork.</b> | <p>I know the name of the village the school is in.</p> <p>I can devise a simple map and I am starting to use basic symbols in a key.</p> | <p>I am starting to use maps, atlases and globes to identify the United Kingdom, its countries, continents and oceans.</p> <p>I am starting to use simple compass directions.</p> <p>I am developing locational and directional language.</p> <p>I am starting to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>I can devise a simple map and I am starting to use basic symbols in a key.</p> <p>I am starting to use simple fieldwork and observational skills to study the geography of their school.</p> <p>I am starting to use simple fieldwork and observational skills to study the human and physical geography of surrounding areas.</p> <p>Use photos to locate a familiar place.</p> | <p>I can use world maps, atlases and globes to identify the United Kingdom, its countries, continents and oceans.</p> <p>I can use simple compass directions.</p> <p>I can use locational and directional language.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>I can devise a simple map and use and construct basic symbols in a key.</p> <p>I can use simple fieldwork and observational skills to study the geography of their school.</p> <p>I can use simple fieldwork and observational skills to study the human and physical geography of surrounding areas.</p> <p>Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.</p> | <p>I am developing the use of maps, atlases and globes to locate some countries around the world.</p> <p>I am developing the use of compass directions to build knowledge of the United Kingdom and the wider world.</p> <p>I can use fieldwork to observe and develop a knowledge of recording human and physical features in the local area.</p> <p>Collect data using surveys and present it in a bar chart.</p> | <p>I can use maps, atlases and globes to locate some countries around the world and I am starting to describe features studied.</p> <p>I can use the 8 points of a compass to build knowledge of the United Kingdom and the wider world.</p> <p>I can use fieldwork to observe and record some human and physical features in a local area.</p> <p>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.</p> | <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the 8 points of a compass, 4- and 6- figure grid references, symbols and key to build a knowledge of the United Kingdom and the wider world.</p> <p>I can use fieldwork to observe, record and present the human and physical features in the local area using a range of methods</p> <p>Explain that data which has either been collected or researched shows and the impact of it..</p> <p>Record data in a line graph.</p> | <p>I can confidently use maps, atlases, globes and digital/computer mapping to locate countries and clearly and concisely describe features studied.</p> <p>I can use the 8 points of a compass, 4- and 6- figure grid references, symbols and key to build a wider and deeper knowledge of the United Kingdom and the wider world.</p> <p>I can use fieldwork to observe, clearly record and present the human and physical features in the local area using a range of methods.</p> <p>Record data in a line graph and analyse to describe features of a place. .</p> <p>Compare aerial photos and maps over time.</p> |