

Geography: Progression — Geographical Skills

Strand	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	- Ask/answer questions about known locations. - Ask/answer questions to develop spatial awareness inside and outside school.	- Ask and answer questions about the local area and London using maps/pictures to support answers. - Develop spatial awareness through discussion of where we are in the world.	- Ask and answer questions about the wider world and the UK using maps, aerial photographs and photographs. - Ask and answer questions about spatial awareness to improve understanding when looking at maps.	- Ask and answer questions about human interactions with the physical world and how humans impact it. - Use fieldwork findings to ask and answer questions about the physical world and how humans interact with it.	- Ask and answer questions about human and physical geography using evidence such as maps, tables, graphs and geovisualisations. - Begin to make decisions about the use of evidence for geographical enquiry.	- Create responses based on provable and relevant facts that inspire reasoning and analysis about how humans interact with the wider world. - Use a range of sources to develop geographical responses.	- Create responses based on provable and relevant facts that inspire interpretation, analysis and reasoning, and make references where appropriate. - Manage, assemble and organise data.
Acquiring Geographic Information	- Experience simple maps with symbols to find features around the school and local community. - Look at real maps, electronic maps and aerial views of our area/London.	- Know that aerial photos are taken from above and use these to understand our local area and London. - Know that we can find out about the world using maps, globes, pictures and digital maps; know what an atlas is.	- Use globes, maps and digital software, beginning to make decisions about when to use them. - Use compass points (North, South, East, West) and find North using a compass.	- Use ordnance survey maps, recognising different symbols and using a key; introduce 4-figure grid references. - Collect qualitative and quantitative data; identify human and physical features on a map.	- Use a range of ordnance survey maps with accuracy; use atlases' contents and index to locate particular areas. - Collect qualitative and quantitative data from fieldwork and internet-based sources, beginning to evaluate validity.	- Use atlases accurately and understand their benefits; explore contour lines to describe topography. - Observe and systematically collect data from fieldwork and chosen sources, evaluating validity.	- Use atlases effectively and efficiently; use topography alongside map features to describe a region. - Interview people who can provide information and perspectives about places and issues.
Organising Geographic Information	- Draw simple maps of the classroom, beginning to recognise that maps are flat drawings of an area. - Label key features of the classroom on a map; plot routes using directional language.	- Draw maps of the local area, recognising how to label different features; begin to draw routes. - Sort known features into human and physical features; arrange collected data into a table.	- Draw/create maps using objects or symbols to represent an area; use a thematic map to represent hot/cold regions. - Begin to create keys with guidance; organise data collected into tables independently.	- Draw maps with keys and symbols; use thematic maps to represent human/physical features of an area. - Organise data using tables, graphs and diagrams; plan routes of unknown areas.	- Create thematic maps to display geographical information of the local area. - Organise a range of information, making decisions about graphs, tables and graphic forms.	- Organise data collected during fieldwork, considering the most effective and systematic method. - Create a range of thematic maps and construct diagrams and graphs; justify decisions about representations.	- Make decisions about how to display data effectively and systematically collected from fieldwork. - Construct different graphs, tables, diagrams and visual representations, justifying choices.
Analysing Geographic Information	- Begin to discuss patterns and trends about the weather. - Group areas together based on what they have that is similar and different.	- Sort and group a range of human/physical features; explore simple patterns, e.g. colder in February than in May. - Begin to identify similarities and differences between areas and draw inferences from graphs and maps.	- Group areas based on shared characteristics; draw inferences from simple maps, starting to infer from more complex ones. - Reflect on what makes maps easy to interpret.	- Draw comparisons about different regions or areas in map or written form. - Begin to analyse human decisions and give reasons; begin to analyse and interpret data so meaningful patterns emerge.	- Discuss the advantages and disadvantages of different types of maps. - Make decisions about design, colour and begin to consider scale when drawing maps.	- Use thematic maps to gain understanding about human and physical geography. - Justify decisions about different representations and choices of graphs, graphic forms and tables.	- Use thematic maps to demonstrate understanding of different regions. - Justify decisions about different representations and choices of graphs, graphic forms and tables.

Geography: Progression - Substantive Knowledge

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Locational Knowledge	• Begin to talk about their local area and community, developing early awareness of place.	• Know what 'local areas' means and identify features of our local area. • Know the locations of seashores in the 4 countries of the UK.	• Name and locate the 7 continents and 5 oceans; know we live in Europe. • Name and locate the countries of the UK and their capital cities.	• Know that Europe is one of the 7 continents, made up of 44 countries including the UK. • Locate famous rivers on a world map.	• Know and locate the countries and capital cities in Europe. • Locate the Taiga biome on a map.	• Locate the countries and states of North America; locate China and its regions. • Locate marine biomes and the tropics of Cancer and Capricorn.	• Locate South America's 12 sovereign countries and their capitals. • Identify climatic zones and locate deserts on a map.
Place Knowledge	• Begin to compare their local area with other places (hot and cold places, near and far).	• Compare seaside locations across the 4 countries of the UK. • Know the physical and human features of a seaside.	• Compare London and Nairobi; compare villages and cities. • Make comparisons between hills and mountains.	• Compare topography and settlements across the UK. • Understand rainforest biomes in comparison to other biomes.	• Compare Tower Hamlets and Offenbach am Main, Germany. • Compare the landscapes of two contrasting areas.	• Compare Alabama and Hertfordshire. • Compare the economic growth of the UK and China.	• Compare two contrasting areas of the world (UK and South America). • Compare climate zones and their impact on different areas.
Human Geography	• Learn about traditions and festivals from different cultures and places around the world.	• Know what a settlement is. • Know the difference between towns and cities and their different features.	• Understand that cities and villages are different. • Recognise the role that farming plays in rural life.	• Understand settlements and topography in the UK. • Explore where food comes from and the difference between renewable and non-renewable energy.	• Understand why early settlers chose certain areas and how settlements change over time. • Deepen understanding of trade, supply chains and fair trade.	• Understand economic growth and trade between the UK and China. • Understand the global trade of natural resources such as oil and palm oil.	• Understand the key impacts of climate change on settlements. • Understand global waste production and the human causes of pollution.
Physical Geography	• Observe how the natural world changes with the seasons.	• Know what weather is; recognise weather symbols and name the seasons. • Know that climate depends on where we are in the world.	• Understand what a human and physical feature is; name rivers, mountains and hills. • Compare hills and mountains and know the physical features of the UK.	• Understand the water cycle and the key features of a river. • Know that rainforests are located in tropical climates and have many layers.	• Know how mountains and glaciers are formed. • Know that biomes vary across the globe and that the Taiga is in danger from deforestation.	• Understand the structure of the Earth and how plate tectonics cause earthquakes and volcanoes. • Know that a coral reef is an underwater ecosystem.	• Know that Earth is made up of climatic zones, including deserts. • Understand the causes and effects of climate change and pollution.