**Progression of Skills – Geography**

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | | National Curriculum | | | |

**Investigate Places**



Location | Physical features

Human features | Diversity

| National Curriculum (continued) |
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| Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Children will understand key physical and human geographical features of the world. | Pupils should extend their knowledge and understanding beyond the local area. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. Children locate a range of the world's most significant human and physical features. | Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Children will locate a range of the world's most significant human and physical features. |
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| **Milestone One** | **Milestone Two** | **Milestone Three** |
| • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).<br>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.<br>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.<br>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. | • Ask and answer geographical questions about the physical and human characteristics of a location.<br>• Explain own views about locations, giving reasons.<br>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.<br>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.<br>• Use a range of resources to identify the key physical and human features of a location. | • Collect and analyse statistics and other information in order to draw clear conclusions about locations.<br>• Identify and describe how the physical features affect the human activity within a location.<br>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.<br>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. |

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| | • Use aerial images and plan perspectives to recognise landmarks and basic physical features.<br>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.<br>• Name and locate the world's continents and oceans. | • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics. | • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).<br>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.<br>• Name and locate the countries of North and South America and identify their main physical and human characteristics. |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Investigate Patterns**  Physical processes  Human processes | | | | | | |

| National Curriculum | | |
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| Pupils identify seasonal and daily weather patterns. Children will understand key physical and human geographical features of the world. | Children can explain how physical features have formed, why they are significant and how they can change. They can explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. | Children will begin to explore the concept of tourism and its impact. Explain how physical features have formed, why they are significant and how they can change. Children can understand how the key physical and human features are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. |

| Milestone One | Milestone Two | Milestone Three |
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| • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. <br> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. <br> • Identify land use around the school. | • Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. <br> • Describe geographical similarities and differences between countries. <br> • Describe how the locality of the school has changed over time. | • Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). <br> • Understand some of the reasons for geographical similarities and differences between countries. <br> • Describe how locations around the world are changing and explain some of the reasons for change. <br> • Describe geographical diversity across the world. <br> • Describe how countries and geographical regions are interconnected and interdependent. |

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| **Communicate Geographically**  Techniques Vocabulary | National Curriculum | | | | | |
| | Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. | | Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). | | Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. | |
| | Milestone One | | Milestone Two | | Milestone Three | |
| | • Use basic geographical vocabulary to refer to:<br> ▪ key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.<br> ▪ key human features, including: city, town, village, factory, farm, house, office and shop.<br>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.<br>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). | | • Describe key aspects of:<br> ▪ physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.<br> ▪ human geography, including: settlements and land use.<br>• Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | | • Describe and understand key aspects of:<br> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.<br> ▪ human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.<br>• Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.<br>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). | |