



Temple Herdewyke Primary School – Geography Progression Map of skills and knowledge

	30-50 Months	40-60 Months	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge Geographical language Enquiry	To comment and ask questions about their familiar world, such as the place where they live or the natural world.	To look closely at similarities, differences, patterns and change.	To know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.	Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods, Consider geographical questions e.g. what is it like to live in this place? Express own views about a place, people, environment ☑ recognise how places have become the way they are e.g. shops Observe and record e.g. identify buildings on a street Communicate in different ways e.g. pictures, pictograms simple maps, sketches, labelled diagrams Name the four seasons and describe typical weather conditions for each Identify hot and cold areas in the world and begin to understand climate in simple terms – e.g. consider what they might wear if they lived in a very hot or a very cold country Name the four countries of the UK Name some of the main towns and cities in the United Kingdom Describe in simple terms how wind or water has affected the Geography of an area. Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?) Identify similarities and differences between the local environment and one other place	Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season Consider geographical questions – Where is this place? What is it like? How has it changed? Express own views and preferences about a place, people, environment, location and give detailed reasons Recognise how places have become the way they are e.g. shops Observe and record in different ways e.g. sketches, diagrams, ICT, charts Compare and describe an area of the UK to a place outside Europe using geographical words Explain how the jobs people do may be different in different parts of the world Explain what facilities a town or village might need Use information texts and the web to gather information about the worlds human and physical geography Suggest ways of improving the local environment Describe how a physical or human process has changed an aspect of the local environment – consider questions such as Do you think that people ever spoil the area or make it better? How? Use compass directions (N, S, E, W) to describe locations	Describe route and direction using 8 compass points. E.g. N, S, E, W, NW, NE, SW, SE Link words to topic e.g. river, meander, flood plain, location, industry, transport Use correct geographical words to describe a place and the things that happen there Use technical and geological vocabulary to describe physical processes Ask geographical questions: Where is this location? What do you think about it? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, temperatures population Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort, new housing estate. Collect and record evidence e.g. construct questionnaire, field sketch brainstorm words about a place, e-learning, atlases ☑ Communicate in ways appropriate to task and audience e.g. use questionnaires, charts, graphs to show results, write views to local paper Describe how volcanoes are created Describe how earthquakes are created Locate the Mediterranean and explain why it is a popular holiday destination Name several countries in the Northern Hemisphere Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features Name and locate vegetation belts across the UK, explaining how some of these have changed over time	Describe route and direction linking N/S/E/W with degrees on the compass Link words to topic e.g. contour, height, valley Ask questions – what is this landscape like? what will it be like in the future? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, and maps Identify and explain different views of people including themselves Collect and record evidence: show questionnaire results in simple chart or colour coded maps which demonstrate patterns Communicate in ways appropriate to task and audience Carry out research to discover features of cities and villages Plan a journey to a place in England Explain why people are attracted to living in cities Explain why people may choose to live in a village rather than a city. Know the difference between the British Isles, Great Britain, and UK Know the countries that make up the European Union Name the areas of origin of the main ethnic groups in the UK and in their school Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them (e.g. a number of hotels and restaurants are found at the seaside) Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world Name the rivers of the UK and describe the impact on the human and physical geography of the places they are found Explain how people try to sustain environments Describe how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there	Describe route, direction and location, linking 8 points of compass to degrees on compass Link words to theme e.g. river – erosion, deposition, transportation, coasts, long shore drift, headland Ask questions: what is this landscape like? how has it changed? what made it change? how is it changing? Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations and its influence on people Identify and explain different views of people including themselves Design and use questionnaires to obtain views of community on subject Collect and record evidence Conduct a land use survey Communicate in ways appropriate to task and audience e.g. persuasive writing – present information on map overlays to show levels of information e.g. old/new Plan a journey to a place in another part of the world, taking account of distance and time Explain why many cities of the world are situated by rivers and why this makes it an attractive location Explain how a location fits into its wider geographical location; reference to human and economical features	Describe route, direction, location linking 16 points on compass to degrees on compass Link words to theme e.g. settlement, urban, rural, land use, sustainability, rivers, confluence, tributary Ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed? Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use and temperature. Look for patterns and explain reasons behind them Identify and explain different views of people including themselves and justify in detail Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school 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 Name the largest desert in the world Explain how the time zones work

						Identify how people both damage and improve the environment Provide a reasonable explanation for features in relation to location (e.g. the shops out of town are bigger because there is more space) Sequence and explain features of a physical weather process, such as the water cycle Identify changes in the local and global environment	Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism Compare and contrast how areas of the world have capitalised on their physical and human features		
Fieldwork: where, why? Use fieldwork techniques Map work/ atlas work	To comment and ask questions about their familiar world, such as the place where they live or the natural world.	To look closely at similarities, differences, patterns and change.	To know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another	Use simple field sketches use a camera Keep a weather chart and answer questions about the weather Use maps, pictures and stories to find out about different places Collect data during fieldwork such as the number of trees/houses Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above Make simple maps and plans Explore maps of the local area Draw a simple picture map (could be from a story) and label particular features Locate the four countries of the United Kingdom on a map Locate hot and cold areas of the world on a map	Use simple field sketches and diagrams, use a camera Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features Collect and organise simple data from first and second hand sources including fieldwork Explain simple patterns and offer an explanations (e.g. count traffic and offer an explanation as to why the flow changes at different times) Compare two settlements using globes, maps, plans (at a range of scales) Use contents/index to locate a country and draw information from a map Name the continents of the world and find them in an atlas Name the world's oceans and find them in an atlas Name and locate the main cities of England, Wales, Scotland and Ireland Find where they live on a map of the UK Use simple compass directions and locational/directional language when using maps Draw simple maps or plans using symbols for a key Locate the equator and North and South Poles and explain how the weather affects these areas	Draw and use more detailed field sketches and diagrams, using symbols for a key Observe, measure and record the human features in the local area responding to a range of geographical questions Locate appropriate information, needed for a task, from a source material	Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.) Suggest which source material to use for a specific task, locating the information needed Suggest where in the world an aerial photo or satellite image shows, explaining reasons for their suggestion	Field sketches should show understanding of pattern, movement and change Draw in scale – accuracy of scale Locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc. Name and locate many of the world's major rivers on maps Name and locate many of the world's most famous mountain regions on maps Locate the USA and Canada on a world map and atlas Locate and name the main countries in South America on a world map and atlas	Field sketches should show understanding of pattern, movement and change Use maps, aerial photos, plans and web resources to describe what a locality might be like locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc. Use OS maps to answer questions Recognise key symbols used on ordnance survey maps Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles Use eight points on a compass