

**National Curriculum Subject: Geography**

**Progression Map: Skills**

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| **Purpose of Study**  A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. | | | | | |
|  | Aims | | | | |
|  | Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. | Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.  *Describe and understand key aspects of:*  *Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.*  *Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.* | Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. | Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). | Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. |
| EYFS  30-50 |  | I can develop an understanding of growth, decay and changes over time. | I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.  I can show care and concern for living things and the environment. |  | I can talk about why things happen and how things work.  I can talk about some of the things I have observed such as plants, animals, natural and found objects. |
| EYFS  40-60 |  |  |  | I can look closely at similarities, differences, patterns and change. |  |
| EYFS ELG |  | I know about similarities and differences in relation to places, objects, materials and living things. | I can make observations of animals and plants and explain why some things occur, and talk about changes. |  | I can talk about the features of my own immediate environment and how environments might vary from one another. |
| **1** | I know the names of some places within/around the UK. e.g. Home town, cities, countries e.g. Wales, France. |  | I can listen to an adult asking another child or adult about familiar environments or activities, eg, *About their home or holidays*.  I can investigate my surroundings.  I can make observations about where things are e.g. within school or local area. | I can use picture maps and globes.  I can use a simple picture map to move around the school; I can recognise that it is about a place.  I can follow directions (Up, down, left/right, forwards/backwards).  I can recognise a photo taken by a teacher as a record of what I have seen.  I can recognise a video/recording taken by a teacher as a record of what I have seen/heard.  I can ask and respond to simple closed questions through teacher led enquiries.    I can use information books/pictures as sources of information. | I can draw picture maps of imaginary places and places from stories.  I can use my own symbols on imaginary maps.  I can use relative vocabulary (e.g. bigger/smaller, like/dislike).  I can draw around objects to make a plan.  I can draw simple features they observe in their familiar environment.  I can add colour and textures to prepared sketches.  I can use everyday language to describe features eg *bigger, smaller than.*  I can use my own writing - poetry, lists, expressing own view.  I can express my own views through speaking.  I can give simple reasons for likes and dislikes.  I can use simple geographical vocabulary. |
| **2** | I can make simple comparisons between features of different places.  I know the location and name of major features on the UK map e.g. London, River Thames, home location, seas. |  | I can ask a familiar person prepared questions, eg *"What do you like best about our playground?"*  I can use a pro-forma and put ticks in boxes.  I can use a camera in the field with help to record what I have seen.  I can label the photo with help.  I can operate, with help, recording equipment.  I can count the number of eg *children who come to school by car.* | I can find land/sea on globe.  I can use teacher drawn base maps.  I can use large scale OS maps.  I can follow directions (as yr 1 and including NSEW)  I can begin to understand the need for a key.  I can follow a route on a map.  I can use a plan view.  I can use an infant atlas to locate places.  I can begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).  I can recognise the features/activities/sounds on a recording taken by the teacher.  I can ask simple geographical questions; Where is it? What's it like?  I can use NF books, stories, maps, pictures/photos and internet as sources of information.  I can investigate my surroundings.  I can make appropriate observations about why things happen. | I can draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph).  I can use class agreed symbols to make a simple key.  I can look down on objects to make a plan view map.  I can draw an outline of simple features I observe.  I can add colour, texture and detail to prepared field sketches.  I can join labels to correct features.  I can use everyday non-standard units *eg hands for length.*  I can express my own views through writing.  I can express my own views through speaking.    I can give detailed reasons for likes and dislikes.  I can express views on the environment of a locality and recognise how people affect the environment.  I can begin to use appropriate geographical vocabulary. |
| 3 | I can begin to identify points on maps A,B and C within the N.C document. (see [www.nc.uk.net//nc/contents/geog.htm](http://www.nc.uk.net//nc/contents/geog.htm) for maps )  I can investigate places and themes at more than one scale.  I can compare other places with the UK.  I know the names and locations of the continents on a World Map.  I know the location of the main countries of Europe inc. Russia.  I know capital cities of Europe.  I know the location and names of the countries making up the British Isles, with their capital cities.  I know the longest rivers in the world, largest deserts, highest mountains.  I know the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. | I can compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. (Link with Science, rocks.)  I can understand aspects of physical geography including rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.  I can understand aspects of human geography including trade links in the Pre-roman and Roman era.  I can understand types of settlements in Early Britain linked to History by asking ‘Why did early people choose to settle there?’ | I can begin to ask/initiate geographical questions.  I can begin to collect and record evidence.  I can gain confidence in speaking to an unfamiliar person.  I can record some of what I have found out, eg *talking to a builder about where materials come from*.  I can count up to 100 *eg. for a traffic survey they cross number on a hundred square for each vehicle.*  I can point out useful views/sounds to record for my investigation.  I can watch/listen carefully to recordings and write about what I found out.  I can use a simple database to present findings.  I can begin to organise recordings.  I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. | I can use 4 compass points to follow/give directions.    I can use letter/no. co-ordinates to locate features on a map.  I can locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)  I can begin to match boundaries (E.g. find same boundary of a country on different scale maps.)  I can use large scale OS maps.  I can begin to use map sites on the internet.  I can begin to use junior atlases.  I can begin to identify features on aerial/oblique photographs.  I can use NF books, stories, atlases, pictures/photos and internet as sources of information. | I can begin to draw a sketch map from a high view point.    I know why a key is needed.  I can use standard symbols.  I can try to make a map of a short route experienced, with features in correct order.  I can try to make a simple scale drawing.  I can draw a sketch of a simple feature from observation or photo.  I can add colour, texture and detail to own field sketches.  I can add title and descriptive labels with help.  I can use everyday standard and non-standard units occasionally *eg A trundle wheel for metres.*  I can point out useful views to photograph for my investigation.  I can add titles and labels to photos giving date and location.  I can use writing - poetry, newspaper, e-mail, letters.  I can identify and explain different views of people including themselves.  I can develop my use of appropriate vocabulary to communicate my findings.  I can explore geographical issues through discussion or through drama using role play. |
| 4 | I can begin to identify significant places and environments stated within KS2 N.C. (see [www.nc.uk.net//nc/contents/geog.htm](http://www.nc.uk.net//nc/contents/geog.htm) for maps )  I can investigate places and themes at more than one scale.  I can compare 2 different regions in UK rural/urban.  I can map how land use has changed in local area over time. (History link)  I know, on a world map, where areas of similar environmental regions (either desert, rainforest or temperate regions) are.  I know the names and location of the main counties, cities and towns in/around Bristol.  I know the names and locations of the main counties and cities in England. | I can describe and understand key aspects of types of settlements in modern Britain: villages, towns, cities. | I can suggest questions to ask as part of an investigation.  I can record the main points shortly after eg *Asks questions to a policeman about road safety issues in a town.*  I can use a database to present findings.  I can use a camera independently.  I can suggest what to record for my investigation.  I can count and record different types at the same time using a tally *E.g. counting types of shops.*  I can organise results in a spreadsheet.  I can ask and respond to questions and offer my own ideas.  I can extend to satellite images, aerial photographs.  I can collect and record evidence with some aid. | I can use 4 compass points well.  I can begin to use 8 compass points.  I can use letter/no. co-ordinates to locate features on a map confidently.  I can locate places on large scale maps, (e.g. Find UK or India on globe).  I can follow a route on a large scale map.  I can begin to match boundaries (e.g. find same boundary of a county on different scale maps.)  I can use large and medium scale OS maps.  I can use junior atlases.  I can use map sites on the internet.  I can identify features on aerial/oblique photographs.  I can pick out the key lines and features of a view in the field using a viewfinder to help.  I can locate a photo on a map.  I can annotate photos.  I can use easy to read instruments *e.g. rain gauge or metre tape.*  I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps. | I can make a map of a short route experienced, with features in correct order.  I can make a simple scale drawing.  I can begin to recognise symbols on an OS map.  I can draw a sketch map from a high view point.  I can annotate my sketch with descriptive and explanatory labels.  I can add titles, locations and directions to sketches.  I can suggest how photos provide useful evidence for my investigations.  I can commentate on my recordings, describing and suggesting explanations of what I can see.  I can use appropriate geographical vocabulary.  I know why a key is needed. |
| 5 | I can identify significant places and environments as stated within KS2 N.C. (see [www.nc.uk.net//nc/contents/geog.htm](http://www.nc.uk.net//nc/contents/geog.htm) for maps )  I can analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life.  I know the location of the main countries in Europe and North or South America. I know the names and location of principal cities.  I know the position and significance of latitude/longitude and the Greenwich Meridian. (Linking with science, time zones, night and day.) | I can investigate places with more emphasis on the larger scale; contrasting and distant places.  I can compare land use maps of UK from past with the present (link with history).  I can compare a region in UK with a region in N. or S. America with significant differences and similarities.  I can describe and understand key aspects of :   * Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. * Human geography including trade between UK and Europe and ROW * Fair/unfair distribution of resources (Fairtrade). * Types of settlements in Viking, Saxon Britain (linked to history.)   I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. | I can select and use a range of measuring instruments in investigations.  I can design own census, pilot, with help, and evaluate it.  I can make a judgement about the best angle or viewpoint.  I can evaluate the usefulness of my recordings.  I can use recordings for my investigations.  I can use a database to interrogate and amend information collected.  I can prepare questions for an interview.  I can make brief notes during an interview to help me make a clear record of the main points.  I can begin to suggest questions for investigating.  I can collect and record evidence unaided. | I can use the index and contents page within atlases.  I can use medium scale land ranger OS maps.  I can measure straight line distances on a plan.  I can find/recognise places on maps of different scales.  I can compare maps with aerial photographs.  I can select a map for a specific purpose. (e.g. Pick atlas to find Taiwan, OS map to find local village.)  I can begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)  I can use 8 compass points.  I can begin to use 4 figure co-ordinates to locate features on a map.  I can begin to use primary and secondary sources of evidence in their investigations. | I can draw a plan view map with some accuracy.  I can draw a sketch map using symbols and a key.  I can evaluate my sketch against criteria and improve it.  I can use/recognise OS map symbols.  I can begin to draw a variety of thematic maps based on their own data.  I can use 8 compass points confidently and accurately.  I can use 4 figure co-ordinates confidently to locate features on a map.  I can begin to use 6 figure grid refs; use latitude and longitude on atlas maps.  I can use sketches as evidence in an investigation.  I can use appropriate language.  I can ask questions that are responsive to the interviewee’s views.  I can use poetry, newspapers, e-mail, persuasive writing, charts, graphs, map overlays.  I can identify and explain different views of people including themselves.  I can use primary and secondary sources of evidence in my investigations and communicate my findings using appropriate vocabulary. |
| **6** | I can confidently identify significant places and environments stated within KS2 N.C  I can begin to identify places and environments on maps within Ks 3 N.C. (see [www.nc.uk.net//nc/contents/geog.htm](http://www.nc.uk.net//nc/contents/geog.htm) for maps )  I know, on a world map, the location of the main countries in Africa, Asia and Australasia/Oceania.  I know their main environmental regions, key physical and human characteristics, and major cities. | I can analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.  I can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time.  I can compare a region in UK with a region in N. or S. America with significant differences and similarities and understand some of the reasons for similarities and differences.  I can describe and understand key aspects of :   * Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. * Distribution of natural resources focussing on energy. | I can select interviewing as an appropriate method for collecting evidence.  I can decide on an appropriate interviewee.  I can prepare and carry out interviews, sometimes in a formal situation.  I can use a database to interrogate and amend information collected.  I can select field sketching from a range of techniques for an investigation.  I can evaluate quality of the evidence it gives.  I can select photography from a range of techniques as the most appropriate for the evidence I need.  I can evaluate the quality of the evidence I collect in this way.  I can select a recording from a range of techniques as the most appropriate for the evidence I need.  I can evaluate the quality of the evidence I collect this way.  I can select and use a range of measuring instruments in investigations.  I can design own census, pilot and evaluate it.  I can suggest questions for investigating.  I can use primary and secondary sources of evidence in their investigations.  I can investigate places with more emphasis on the larger scale; contrasting and distant places.  I can collect and record evidence unaided. | I can use OS maps.  I can confidently use an atlas.  I can recognise the world map as a flattened globe.  I can use a scale to measure distances.  I can draw/use maps and plans at a range of scales.  I can follow a short route on an OS map.  I can describe features shown on OS map.  I can locate places on a world map.  I can use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)  I can evaluate the quality of the evidence.  I can analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. | I can draw a plan view map accurately.  I can use/recognise OS map symbols.  I can use atlas symbols.  I can draw a variety of thematic maps based on my own data.  I can begin to draw plans of increasing complexity.  I can annotate sketches to describe and explain geographical processes and patterns.  I can begin to use editing techniques to make a presentation recording.  I can use poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays.  I can give increased detail of views; give detailed reasons influencing views and how they are justified.  I can select info. and sources of evidence in my investigations and present my findings both graphically and in writing. |