



Compassion, Joy, Perseverance, Respect  
 'Live life in all its fullness' John 10:10

## Progression of Skills in Geography

	Devas (EYFS)	Bannerman (Years 1 and 2)	Porteous (Years 3 and 4)	Borton (Years 5 and 6)
<b>Geographical Enquiry</b>	<p>Discuss, identify and describe features in the local environment, e.g. house, farm, church.</p> <p>Use observation, discussion, stories, non-fiction texts and maps to explore the immediate environment.</p> <p>Use discussion, stories, non-fiction texts and maps to explore life in another country.</p>	<p>Sort, group and compare physical and human features in the local environment.</p> <p>Use maps and simple street plans to locate places and features in the locality and further afield.</p> <p>Talk about and compare features of the local environment.</p>	<p>Respond to challenging geographical questions by planning a range of tasks in order to find the answers.</p> <p>Use primary and secondary sources to find information about a range of localities.</p> <p>Present findings and statistical information in a range of different ways <b>e.g. line graphs and pie charts.</b></p> <p>Present reasoned conclusions when presenting my findings.</p>	<p>Set own challenging questions when investigating geographical features and issues.</p> <p>Select appropriate sources of primary and secondary information to support investigation.</p> <p>Select an appropriate way in which to present statistical information and findings</p> <p>Present findings in a coherent way and reach conclusions that are consistent with evidence.</p>
<b>Geographical Skills &amp; Fieldwork</b>	<p>Label photos and pictures of the local environment, e.g. the church, river etc.</p> <p>Use simple aerial photos to identify</p>	<p>Carry out a small local survey, <b>e.g. traffic, litter, land use.</b></p> <p>Identify a range of geographical features on maps.</p>	<p>Use a range of equipment and maps to conduct fieldwork tasks.</p> <p>Communicate findings using geographical terms, <b>e.g. location, land use, settlement.</b></p>	<p>Build on knowledge of globes, maps and atlases and apply knowledge routinely both in the classroom and the field.</p>



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	<p>landmarks and basic human and physical features.</p> <p>Use 'left', right', 'forwards' and 'back' to describe the location of features and routes on a map.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Create a simple map of a familiar location using symbols and a simple key to represent landmarks.</p> <p>Use the 8 points of the compass to describe the location of features and routes on a map.</p> <p>Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.</p>	<p>Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass. Plan and follow a route using an Ordnance Survey map.</p> <p>Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.</p> <p>Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.</p> <p>Locate places worldwide using six figure grid referencing. Map a range of routes to worldwide locations.</p> <p>Identify the most direct, cost effective shortest route between two points or locations. Create maps using appropriate scales and six-figure grid referencing.</p>
<p><b>Location &amp; Place Knowledge</b></p>	<p>Talk about similarities and differences between life in this country and life in other countries.</p> <p>Talk about and describe people and places in the local area.</p>	<p>Talk about and compare features of the local area.</p> <p>Compare features of localities, giving reasons for their similarities and differences.</p> <p>Compare and contrast localities in the UK.</p>	<p>Talk about and describe a range of cities and countries around the world, including a region in a European country.</p> <p>Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence.</p>	<p>Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America.</p> <p>Recognise that physical and human processes interact to influence and change landscapes, environments and climates.</p>



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	<p>Know some similarities and differences between the natural world around them and contrasting environments.</p> <p>Talk about different ways to travel, e.g. on foot, by car, train, bus etc.</p> <p>Name and locate the four countries and capital cities of the United Kingdom.</p>	<p>Compare and contrast the world's seven continents and five oceans.</p>	<p>Identify physical and human features that have contributed towards the change and development of a locality.</p> <p>Talk about the way in which the physical location can determine the growth of a settlement or industry.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and identifying their human and physical characteristics.</p> <p>Identify the Northern and Southern Hemispheres, the Arctic and Antarctic Circles, the Equator, and the Tropics of Cancer and Capricorn.</p>	<p>Suggest ways in which a location might develop and change in the future, based on factual information.</p> <p>Identify and describe the links and relationships that connect localities both within and beyond the UK.</p> <p>Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone.</p>
<p><b>Human and Physical</b></p>	<p>Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, weather.</p>	<p>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Talk about and describe the function of features and landmarks within a locality.</p>	<p>Identify a range of simple physical processes, <b>e.g. rivers, mountains, volcanoes and earthquakes.</b></p> <p>Identify a range of simple human processes, <b>e.g. types of settlement and land use.</b></p>	<p>Understand the key processes in physical geography relating to geographical timescales and plate tectonics, weather/weathering, climate and climate change, glaciation, coasts &amp; Vegetation Belts</p> <p>Understand the key processes in human geography relating to</p>



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	Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.	Describe and compare patterns and changes within the local environment.	Give simple explanations for the location of human and physical features within a locality.  Identify and describe the way in which physical and human processes can change the features of a locality.	population and urbanisation, international development, economic activity and use of natural resources. <b>e.g. distribution of natural resources including energy, food, minerals and water.</b>  Recognise that the environment in the place and the lives of the people who live there are affected by actions and events in other places.
<b>Sustainability</b>	Talk about the things I like and don't like about the local environment and other countries we explore.  Talk about what people do in the local environment and how this might be different in other countries.	Give reasons for thoughts and views about a locality.  Talk about and describe how people try to improve and sustain their environment.  Give reasons for local environmental issues.	Talk about and give reasons for own and others views about changes to the environment.  Talk about and describe how people's actions can damage and improve the environment.  Talk about and describe reasons for global environmental issues.	Recognise how conflicting demands on the environment may arise, describe and compare different approaches to managing environments.  Recognise that considerations of sustainable development affect the planning and management of environments and resources.