



North Leigh CE Primary School: Progression of Skills in Geography

Geography	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Study and Fieldwork	Enjoy books about places	Show interest in what they see in field work Record what they have seen, in simple ways, including pictures and diagrams with labels Remember and talk about what was seen Use a digital cameras to record what they see Collect simple statistics – longest, shortest, highest Fill in and use a class weather chart	Ask simple geographical questions Take and use digital photographs Make detailed sketches whilst on field work and/or draw labelled diagrams Discuss changes in weather and seasons from a chart Use tally charts and simple tables to collect information	Use prediction and prior knowledge to find out about unknown places, and combine this with observation Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires Suggest own ways of presenting information, including graphically and in writing Make detailed and labelled field sketches Make field measurements over time Collect statistics and present them appropriately Record information on charts, graphs and tables Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate Begin to use the computer to draw graphs	Draw on own knowledge and understanding when setting up a field work investigation Examine, question, analyse what is discovered, using a range of evidence Discriminate between different sources of information Test conclusions for accuracy Measure wind speed, rainfall and noise levels Make good use of ICT in charts and graphs Use a database to find out information Make a database to record information Prepare questionnaires to investigate people's views on an environmental issue Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements	Suggest suitable questions for a field work study Rank information found into order of importance Come to accurate conclusions, using information Make careful measurements - e.g. rainfall, noise level, distance Collect statistics about people and places Begin to use a range of graphs, including pie charts	Suggest relevant issues for further study Carefully select sources of evidence, and sift information Collect statistics about people and places, and set up a database from fieldwork or research Analyse data – e.g. population data - using similarity and difference Speculate and hypothesise about what is found Suggest plausible conclusions, and back up with evidence
Maps	Use tracks on a carpet with cars Play with a globe	Use simple blocked maps and plans Make simple plans and talk about them Mark the location of the school on a simple local map Identify where they have been on holiday, using a map	Identify features on a map Know the main aspects of the British Isles using maps Draw simple maps and plans, sometimes with keys Make a plan of the classroom Mark some locations on a map of UK – our town, our school visit, my holiday Identify the main regions of the world – continents, equator, tropics Begin to use concepts of NSEW	Draw maps of local places, including sketches from field work Use and draw maps with a simple key Use maps with simple grid references Work out routes on maps and plans Find longest and shortest routes using maps Plan routes using 4 points of the compass Compare information from atlases with that from a globe Use atlases which show physical and human features Use contents and index pages of an atlas	Read and use the symbols on an OS map Use four figure grid references to locate points on a map Identify time differences around the world Plan a route and work out distance using map scales	Work out a journey time, using their knowledge of time zones Use and understand simple scale	Use 6 figure grid references Use a compass to follow a route
Knowledge and Understanding	Show interest in a continuous provision area such as a travel agents	Describe places using their characteristics and simple vocabulary – e.g. house, street, wood Make lists of places with similar characteristics – e.g. the seaside, towns Talk about places seen in books, videos, internet Describe different types of buildings Understand the concept of close and far away	Recognise characteristic physical and human features of places - built up, noisy, busy Identify parts of some physical features – e.g. coast Understand similarities and differences in places Use aerial photographs to identify land use and other geographical features Know that places are linked by paths or roads Express views about local area and environment Use vocabulary of size to classify –hamlet, town, city	Work out a location using a range of information Understand the different uses of different places Understand that different places may have similar / different characteristics and give reasons for these Understand and use the concept of reciprocal link between physical and human features Describe and identify how a place has changed Understand how economic development can change a place Identify the parts of a river, and land use around and how these can change people's lives Express views and recognise how people affect the environment, summarising the issues Suggest ways of improving local environment Understand how weather changes an environment Know the difference between weather and climate Suggest ways towards a reduction in climate change	Begin to recognise geographical patterns, and identify through aerial photographs Understand why people choose to live in contrasting areas Compares the lives of people in two different environments or places Understand how people can both improve and damage the environment Explain the process of erosion and deposition, and its effects on people Consider the future of some physical and human features, based on an understanding of change Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each	Begin to understand geographical pattern – e.g. industry by a river Describe and begin to explain patterns and physical and human changes Describe how change can lead to similarities between different places Justify own viewpoint or decision, and use new information to adapt their own viewpoint	Suggest how human activities can cause changes to environment and to the different views people hold Recognise dependent links and relationships in both human and physical geography Make a plausible case for environmental change Interpret other people's arguments for change, analysing and evaluating their viewpoints