Geography Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of Study – Overview	Our Local Area Where am I? What features are in my classroom? What is a compass? What features can I see on a journey to my new classroom? What features can I see in Sedgley? How does the UK change as you travel through it? What are the countries in the UK? What are the UK capital cities? What are human features? How does the weather affect our choices? What are the four seasons? How much does it rain? How can we use a weather forecast? When should Mrs Rindl go on holiday?	Our Local Area What features can I find around the school grounds? How can I locate features around the school grounds? What features can I see on my journey to school? How does the World change as we travel across it? What are the seven continents? What are the five oceans? Why does the temperature change around the World? How does Dudley compare to Rockhampton in Australia? Where is Rockhampton? What is it like in Dudley? What is it like in Rockhampton? How does Dudley compare to Rockhampton?	The United Kingdom What is England part of? Where are the capital cities of the UK? How can I complete the Three Peaks Challenge? How is climate change affecting the Arctic Region? What is the arctic region? What is climate change? How can we reduce our carbon footprint? How does water shape our land? How is a river formed? What are the features of a river? How are rivers shown on a map?	Water Cycle Are we destroying our planet? What are the different stages of the water cycle? What are the layers of the ocean and how do they differ? How are we damaging our oceans? How are we damaging our atmosphere? How are we damaging our land? What can we do to save our planet? How does land use differ between West Midlands and Hereford? Where is Hereford? What is land use? How is the land used in West Midlands? How is the land used in Hereford? How does land use differ between West Midlands and Hereford? What is so special about the Med? Where is the Mediterranean? Why do Mediterranean countries have a warmer climate than we do? What are the advantages/disadvantages of living in a Mediterranean country?	Comparing Places Where is Snowdonia? Why would people visit Snowdonia? How are mountains shown on an OS map? Where in the World are the biomes? What is a biome? Where are the biomes in the World? What affects an eco-system? How does magma shape our Earth? What causes the Earth's ground the move? Where are the main 'tectonic' features in North and South America? How are mountain forms? Why do volcanoes erupt? Why do people live in earthquake zones?	Environmental Issues What is an Energy resource? What are the human and physical features of Northern Ayrshire? Where is the energy resources distributed in Northern Ayrshire? What has the local government done to improve energy resource provision? Where would be the best location for a new wind farm? Why are our rainforests under threat? Where are the World's tropical rainforests? What does a tropical rainforest look like? Who lives in the Amazon Rainforest? How is land used in the Amazon rainforest and why is it under threat? What can be done to protect and save the Amazon rainforest?

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Investigate Places This concept involves understanding the geographical location of places and their physical and human features.	**Place Knowledge**	**PK1**: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	**PK1**: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. **PK2**: Understand geographical similarities and differences through the study of places linked to other topic areas.	**PK1**: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	**PK1**: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. **PK2**: Understand geographical similarities and differences of two areas of the United Kingdom.	**PK1**: 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, North and South America	**PK2**: Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Mexico and the earliest civilisations
	Locational Knowledge	**LK2**: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	**LK1**: Name and locate the world's seven continents and five oceans	**LK1**: Locate main countries in Europe. Locate and name principal cities. **LK4**: Linking with History, compare land use maps of UK from past with the present.	**LK2**: Compare 2 different regions in UK rural/urban. **LK5**: Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	**LK2**: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	**LK1**: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **LK3**: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

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	Fieldwork	**GSF2:** Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map **GSF4**: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**GSF1**: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. **GSF3**: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key **GSF4**: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**GSF1**: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied **GSF5**: Use fieldwork to observe, measure 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.	**GSF1**: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied **GSF2**: Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. **GSF3**: Extend to 6 figure grid references with teaching of latitude and longitude in depth. **GSF4**: Expand map skills to include non-UK countries.	**GSF1:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **GSF2:** Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world **GSF3: U**se fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**GSF1:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **GSF2:** Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world

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Investigate Patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the worlds natural resources are used and transported.	**Human and Physical Features**	**HPG3**: Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**HPG1**: 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. **HPG2**: Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	**HPG1**: Physical geography including rivers	**HPG1**: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.	**HPG1**: Physical geography, including: rivers, mountains **HPG2**: 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 **HPG3**: Fair/unfair distribution of resources (Fairtrade). **HPG5** : Distribution of natural resources	**HPG1**: Physical geography, including: climate zones, biomes and vegetation belts, **HPG2**: 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
	Human and Physical Processes	**HPP1**: Identify seasonal and daily weather patterns in the UK.	**HPP2**: Locate hot and cold areas of the world in relation to the Equator and the North/South Poles	**HPP3**: Understand the discuss the effect water has on landscapes, people and the environment.	**HPP4**: Describe and understand key aspects of the water cycle. **HPP5**: Describe and understand key aspects of weather, population, settlement, natural resources, land use. **HPP6**: Answer questions about types of settlements, land use and distribution of natural resources for European countries. **HPP7**: Recognise and describe how people can improve or damage the environment.	**HPP8**: Describe and show an understanding of volcanoes and earthquakes.	**HPP9**: Describe and understand key aspects of time zones, climate, biome and vegetation belts. **HPP10**: Describe and understand key aspects of 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.

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Communicate Geographically This concept involves understanding geographical representations, vocabulary and techniques.	**Direction & Mapping**	**DM1**: Use directional language i.e. up, down, left, right, forward, backwards to describe features on a map. **DM2**: use own symbols on a map. **DM3**: Use a simple picture map to move around school. **DM4**: Begin to follow compass directions – North, South, East and West.	**DM4**: Follow compass directions – North, South, East and West. **DM5**: Understand and create a simple key. **DM6**: Follow a route on a map. **DM7**: Use and infant atlas. **DM8**: Find land/sea on a globe.	**DM4**: Follow compass directions – N, NW, W, SW, S, SE, E, NE **DM5**: Understand and create a key. **DM9**: Use standard symbols **DM10**: Begin to use digi-maps and junior atlases.	**DM10**: Use digi-maps and junior atlases. **DM11**: Use large/medium scale OS maps and recognise their symbols.	**DM11**: Use large/medium scale OS maps and recognise contours. **DM12**: Use 4 figure grid references to locate features on a map. **DM13**: Select a map for a specific purpose (Atlas for country, OS for village)	**DM13**: Select a map for a specific purpose (Atlas for country, OS for village) **DM14**: Use 6 figure grid references to locate features on a map. **DM15**: Recognise World Map as a flattened globe and locate places.

Geography Progression of Skills

	Communicate Geographical Information	GES1: Ask geographical questions GES2: Observe and record GES3: Express their own views about people, places and environments GES6: Use geographical vocabulary GES9: Use secondary sources of information GES10: Make maps and plans	GES1: Ask geographical questions GES3: Express their own views about people, places and environments GES4: Communicate in different ways including through numerical and quantitative skills, maps and pictures. GES5: Communicate understanding through writing at length. GES7: Use fieldwork skills GES8: Use globes, maps, plans at a range of scales GES9: Use secondary sources of information GES10: Make maps and plans	GES1: Ask geographical questions GES2: Collect and record evidence GES3: Analyse evidence and draw conclusions GES4: Identify and explain different views that people, including themselves, hold about topical geographical issues GES5: Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills. GES6: Use geographical vocabulary. GES7: Use fieldwork techniques and instruments. GES8: Use atlases and globes, and maps and plans at a range of scales GES9: Use secondary sources of info, including aerial photos. GES10: Draw plans and maps at a range of scales. GES11: Use ICT to help in geography investigations GES12: Develop decision-making skills.	GES1: Ask geographical questions. GES2: Collect and record evidence. GES3: Analyse evidence and draw conclusions. GES4: Identify and explain different views that people, including themselves, hold about topical geographical issues. GES5: Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills. GES6: Use geographical vocabulary GES8: Use atlases and globes, and maps and plans at a range of scales GES9: Use secondary sources of info, including aerial photos GES11: Use ICT to help in geography investigations GES12: Develop decision-making skills.	GES1: Ask geographical questions. GES2: Observe and record. GES5: Communicate understanding through writing at length. GES6: Use geographical vocabulary. GES7: Use fieldwork skills. GES8: Use globes, maps, plans at a range of scales. GES9: Use secondary sources of information. GES10: Make maps and plans.	GES3: Express their own views about people, places and environments GES4: Communicate in different ways including through numerical/quantitative skills, maps and pictures. GES5: Communicate understanding through writing at length. GES6: Use geographical vocabulary GES8: Use globes, maps, plans at a range of scales GES9: Use secondary sources of information

*The threshold concept of 'communicate geographically' needs to be a golden thread throughout any lesson taught.