Geography Skills Progression

Purpose:

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:

- To 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
- To 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
- To be competent in the geographical skills needed to:

  -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.

	Direction / Location	Drawing Maps	Representation	Using Maps	Perspective	Map Knowledge	Style of Map

Year 1 **Skills**	Follow directions (up, down, left, right, forwards, backwards)	• Use a simple picture map to move around the school. • Recognise that it is about a place.	Use your own symbols on an imaginary map.	Use a simple picture map to move around the school.	Draw around objects to make a plan.	Learn names of some places within/around the UK, e.g. Home Town, cities, countries e.g. Wales, France	Picture maps and globes.
Human and physical geography							
KER-PLUNK!-History focus How did the school develop over the last 100 years? How does the school serve the local community?		NIMBUS-Geography focus Local geography of the school and routes around Wicklewood, Wymondham, Norwich and Norfolk. Relate this to the rest of the UK. Look at pupils' houses in relation to the school and the use of land. How do people move around the local area? What sort of transport passes the school? How does everyone get to school? What is the weather like here at this time of year and at other times? Can we record the weather? How does the sky change with the weather? How does temperature affect our lives? What is the weather like around the world? Why?			BURR-History/Science focus Can we follow local maps to the Windmill? Can we make our own maps? How did the windmill affect the development of the village? Can we use aerial photography to help us? Can we name the features around our village?		
Scale/Distance							
Use relative vocabulary (e.g. bigger/smaller, like/dislike)							
Year 2 **Skills**	Direction / Location	Drawing maps	Representation	Using maps	Perspective	Map knowledge	Style of map
		Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Follow directions (Up, down, left/right, forwards/ backwards) NSEW)	• Begin to understand the need for a key. • Use class agreed symbols to make a simple key.	• Follow a route on a map. • Use a plan view. Use an infant atlas to locate places.	Look down on objects and make a plan-view map.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	• Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas.
Human and physical geography							
LANDMASS-Geography focus What are the different areas of our World? Knowledge of continents, oceans, rivers, mountain ranges of the world Knowledge of countries, cities, mountain ranges and rivers, features of the UK-7 continents, 5 oceans		FARRINER-History focus Where is London? Why is it important? What is a capital city? Why is the position of a capital city important?			TRAIT-Science focus Norfolk and the Caribbean comparison. How are the two places similar and different? What sort of plants and animals live here/there? How are peoples' lives similar and different because of their locality?		

Scale/Distance						
Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)						
	Direction / Location	Drawing maps	Representation	Using maps	Perspective	Map knowledge	Style of map
Year 3 Skills	• Use letter/no. co-ordinates to locate features on a map. • Use 4 compass points to follow/give directions:	• Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing.	• Know why a key is needed. • Use standard symbols.	• Locate places on larger scale maps e.g. map of Europe. • Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Begin to draw a sketch map from a high view point.	Begin to identify points on maps A, B and C.	• Use large scale OS maps. • Begin to use map sites on the internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs.
Human and physical geography						
LITHIC-History focus How were ancient peoples' lives affected by their locality and the climate?		CANOPY-Science focus Rainforest, tropical biomes. Ecology of the rainforest and its importance to life and the climate. How does the physical geography of the rainforest affect the processes of the places around and within it? The wider world?		VINDOLANDA-History focus How did transport and organization support the Roman Empire? What was the human impact of the Roman Empire, both good and bad? What was gained under and empire? What was lost?		
Scale/Distance						
Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)						
Year 4 Skills	Direction / Location	Drawing maps	Representation	Using maps	Perspective	Map knowledge	Style of map
	• Use letter/no. co-ordinates to locate features on a map. • Use 4 compass points to follow/give directions:	• Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing.	• Know why a key is needed. • Use standard symbols.	• Locate places on larger scale maps e.g. map of Europe. • Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Begin to draw a sketch map from a high view point.	Begin to identify points on maps A, B and C.	• Use large scale OS maps. Begin to use map sites on the internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs.
Human and physical geography						

ITERU-History focus Geography of the Nile How was Egypt able to sustain a wealthy empire with mostly desert? How did the geography of Egypt affect people's beliefs and lives?	TECTONIC-Geography focus Volcanoes, earthquakes and mountains and how they form or occur. What are the risks and benefits of living near a fault or the edge of a tectonic plate? Knowledge of significant mountain ranges and mountains, volcanoes and eruptions, earthquakes and their effects	HEPTARCHY-History focus Why do populations leave one place for another? What did the Anglo-Saxons and Vikings want with Britain?
Scale/Distance		
Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)		

	Direction / Location	Drawing maps	Representation	Using maps	Perspective	Map knowledge	Style of map
Year 5 Skills	• Use 8 compass points; • 4 figure coordinates to locate features Begin to use on a map.	Begin to draw a variety of thematic maps based on their own data.	• Draw a sketch map using symbols and a key; • Use/recognise OS map symbols	• Compare maps with aerial photographs. Select a map for a specific purpose. • (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Draw a plan view map with some accuracy.	Identify significant places and environments	• Use index and contents page within atlases. • Use medium scale land ranger OS maps.

Human and physical geography		
HELIOSPHERE-History/Science focus Geography of Greece and Asia	OBSIDIAN-History/Geography focus Geography of Central America How has Central America's geography added to our lack of knowledge about the Maya peoples? Did the geography of Central America add to the fall of the Maya empires?	MEANDER-Geography focus Rivers and their features Why do settlements rely on rivers? Why are rivers important to trade?
Scale/Distance		

Begins to use scale to measure distance

Begin to draw and use maps and plans at a range of scales.

Year 6 skills	Direction / Location	Drawing maps	Representation	Using maps	Perspective	Map knowledge	Style of map
	• Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude • 8 compass points confidently and accurately; atlas maps.	• Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity.	• Use/recognise OS map symbols; • Use atlas symbols.	• Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)	Draw a plan view map accurately.	Confidently identify significant places and environments	• Use OS maps. Confidently use an atlas. • Recognise world map as a flattened globe.

Human and physical geography

AZIMUTH-History focus	SPECIES-Science focus North America and its biomes and physical geography Important features and places in North America	COMMOTION-History/PSHE focus

Scale and Distance

Use a scale to measure distances.

Draw/use maps and plans at a range of scales.