

GEOGRAPHICAL SKILLS PROGRESSION

ONGOING GEOGRAPHICAL SKILLS

EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Use simple geographical vocabulary to describe key human / physical features of locations e.g. <i>hill, local, coastline, woods.</i>	Use geographical vocabulary to describe key human / physical features of locations e.g. <i>beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season.</i>	<u>Begin to build</u> their ability to describe key human / physical features of a place, using more <u>technical and geographical</u> vocabulary and use this vocabulary to describe geographical processes. E.g. <i>river, meander, flood plain, location, industry, transport.</i>	<u>Build</u> their ability to describe key human / physical features of a place, using more <u>technical and geographical</u> vocabulary and use this vocabulary to describe geographical processes. E.g. <i>contour, height, valley</i>	<u>Begin to extend</u> their ability to describe key human / physical features of a place, using more <u>technical and geographical</u> vocabulary and use this vocabulary to describe geographical processes. E.g. <i>river, erosion, deposition, transportation, coasts</i>	<u>Extend (in greater depth)</u> their ability to describe key human / physical features of a place, using more <u>technical and geographical</u> vocabulary and use this vocabulary to describe geographical processes. E.g. <i>settlement, urban, rural, land use, sustainability, rivers, confluence, tributary.</i>

FIELDWORK SKILLS – GEOGRAPHICAL ENQUIRY

EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Teacher led enquiries. -Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”	Teacher led enquiries, to ask and respond to simple closed questions.	Children encouraged to ask and respond to simple geographical questions e.g. <i>Where is it? What's it like here? What is it like to live in this place?</i>	Begin to ask and respond to geographical questions e.g. <i>Describe the landscape, Why is it like this? How is it changing? What do you think about that?</i>	Ask and respond to questions and offer their own ideas. e.g. <i>What is this landscape like? What will it be like in the future?</i>	Ask and respond to questions and offer their own ideas. e.g. <i>What is this landscape like? How has it changed? What made it change? How is it changing?</i> Begin to suggest questions and studies for investigating.	Ask and respond to questions and offer their own ideas. e.g. <i>What is this landscape like? How is it changing? What patterns can you see? How have the patterns changed?</i> Suggest questions and studies for investigating.

FIELDWORK SKILLS – OBSERVING SKILLS

EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Observe and identify features in the place they live and the natural world.	Observe/examine change over time.	Make simple observations of the school grounds e.g. identify where things are and physical & human features such as number of trees/shops/houses.	Make more detailed observations of the school grounds and its surrounding environment e.g. number/types of trees/plants/animals seen.	Begin to make detailed observations of the school grounds and its surrounding environment e.g. number/types of trees/plants/animals seen etc.	Make detailed observations of the school grounds and its surrounding environment e.g. number/types of trees/plants/animals seen etc.	Confidently make detailed observations of the school grounds with a focus on its surrounding environment, e.g. number / types of trees / plan.	Confidently make detailed observations of the school grounds with a focus on its surrounding environment e.g. number/types of trees/plants / animals seen etc.

FIELDWORK SKILLS - MEASURING SKILLS

EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
				Begin to measure and record human / physical features in the local area with support <i>e.g. rainfall, temperature, wind speed, noise levels etc.</i>	More accurately measure and record human / physical features in the local area with some support <i>e.g. rainfall, temperature, wind speed, noise levels etc.</i>	More accurately measure and record human / physical features in the local area, unaided <i>e.g. rainfall, temperature, wind speed, noise levels etc.</i>	Accurately measure and record human / physical features in the local area, unaided <i>e.g. rainfall, temperature, wind speed, noise levels etc.</i>

FIELDWORK SKILLS - RECORDING SKILLS - COLLECTING/RECORDING EVIDENCE IN THE FIELD

EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
				<u>Begin to</u> collect and record evidence <u>with support</u> .	Collect and record evidence <u>with some support</u> .	Collect and record evidence <u>mostly unaided</u> .	Collect and record evidence <u>unaided</u> . Choose effective

				<p><u>Begin to</u> choose effective recording methods <u>with support</u> e.g. tables to collect data; annotating a base map with information; field sketches of different scenes, streetscapes or views that they see; taking photographs and recording the location and information they are collecting; collecting the views of people they might meet on their fieldwork; completing tally charts to record the number of certain types of features e.g. different types of housing, land use or shops.</p>	<p>Choose effective recording methods <u>with some support</u> e.g. tables to collect data; annotating a base map with information; field sketches of different scenes, streetscapes or views that they see; taking photographs and recording the location and information they are collecting; collecting the views of people they might meet on their fieldwork; completing tally charts to record the number of certain types of features e.g. different types of housing, land use or shops.</p>	<p>Choose effective recording methods <u>mostly unaided</u> using multiple pieces of evidence e.g. tables to collect data; annotating a base map with information; field sketches of different scenes, streetscapes or views that they see; taking photographs and recording the location and information they are collecting; collecting the views of people they might meet on their fieldwork; completing tally charts to record the number of certain types of features e.g. different types of housing, land use or shops.</p>	<p>recording methods <u>unaided</u> using multiple pieces of evidence e.g. tables to collect data; annotating a base map with information; field sketches of different scenes, streetscapes or views that they see; taking photographs and recording the location and information they are collecting; collecting the views of people they might meet on their fieldwork; completing tally charts to record the number of certain types of features e.g. different types of housing, land use or shops.</p>
FIELDWORK SKILLS - RECORDING SKILLS - DRAWING FIELD SKETCHES, SKETCH MAPS, SKETCH PLANS AND GRAPHS							
EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p><u>Begin to</u> use simple field sketches.</p>	<p><u>With support:</u> Use simple field sketches and diagrams.</p>	<p><u>With support:</u> Use more detailed field sketches and diagrams.</p> <p><u>Begin to</u> draw sketch maps using symbols and a key.</p> <p><u>Begin to</u> draw</p>	<p><u>With some support:</u> Use more detailed field sketches and diagrams.</p> <p>Draw sketch maps using symbols and a key.</p> <p>Draw graphs to record data.</p>	<p><u>Developing Use:</u> Draw detailed field sketches <u>begin to</u> show understanding of pattern, movement and change.</p> <p><u>Begin to</u> draw sketch maps and</p>	<p><u>Secure Use:</u> Field sketches <u>more accurately</u> show understanding of pattern, movement and change.</p> <p>Draw sketch maps and plans using a key.</p>

				graphs to record data.		plans using a key. Draw <u>more accurate</u> graphs to record data.	Draw <u>accurate</u> graphs to record data.
FIELDWORK SKILLS - RECORDING SKILLS - USING DIGITAL TECHNOLOGIES							
EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
				Begin to use <u>with support</u> digital technologies, e.g. digital mapping, Google Maps / Earth	Begin to use digital technologies, e.g. digital mapping, Google Maps / Earth	Have a <u>developing</u> use of digital technologies e.g. taking digital photos, digital mapping, Google Maps / Earth	Have a <u>secure</u> use of digital technologies e.g. taking digital photos, digital mapping, Google Maps / Earth
FIELDWORK SKILLS - PRESENTING SKILLS - PRESENTING DATA WHEN BACK IN SCHOOL							
EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
				Begin to present data in an appropriate way <u>with support</u> e.g. graphs with keys to make data clear, bar charts.	Begin to present data in an appropriate way <u>with some support</u> e.g. graphs with keys to make data clear, bar charts.	Have a developing presentation of data in an appropriate way e.g. graphs with keys to make data clear, bar charts.	Present data in an appropriate way, e.g. graphs with keys to make data clear, pie charts, bar charts.
FIELDWORK SKILLS - ANALYSING							
EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Begin to <u>explain simple patterns</u> (e.g. count traffic and explain what	Begin to <u>explain simple patterns</u> and offer explanations <u>why</u>	Begin to <u>analyse evidence</u> and <u>draw conclusions</u> by	<u>Analyse evidence</u> and <u>draw conclusions</u> by making	<u>Analyse evidence</u> and <u>draw multiple conclusions</u> by making	<u>Analyse evidence</u> and <u>draw multiple conclusions</u> by making

		the pattern is)	(e.g. count traffic and explain why the flow changes at different times).	making <u>comparisons</u> between <u>two</u> locations or human / physical features (e.g. using photos and pictures).	<u>comparisons</u> between <u>multiple</u> locations or human / physical features (e.g. using photos / pictures / maps.	comparisons between <u>multiple</u> locations or human / physical features (e.g. comparing historic maps of varying scales, comparing temperature of various locations & their influence on people / everyday life.	comparisons between <u>multiple</u> locations or human / physical features (e.g. from fieldwork data on land use comparing land use / temperature, look at patterns and explain reasons behind it.
GEOGRAPHICAL SKILLS (MAP SKILLS)							
EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Interpret range of sources of geographical information, including maps, globes and photographs .	<u>Directions</u> Use directional language to describe the location of features and routes on a map- near, far, left and right. <u>Maps</u> Use maps, atlases, globes and Google Earth to locate countries and cities. Follow maps around the school and local area.	<u>Directions</u> Revise directional language to describe the location of features and routes on a map- near, far, left and right Use simple compass directions (North, South, East, West). Use fieldwork to observe, measure and record human and physical features in the local area. <u>Maps</u> Use maps, atlases, globes and Google Earth to locate	<u>Directions</u> Begin to use 8-point compass 4 figure grid reference <u>Maps</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Create maps of locations identifying some features using a key.	<u>Directions</u> Use 8-point compass 4 figure grid references, symbols and keys to communicate to communicate knowledge of the UK and wider world. <u>Maps</u> Use maps, atlases and digital/computer mapping to locate countries and describe features. (Recap Year 3)	<u>Directions</u> Begin to use 8-point compass 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to begin to build knowledge of the United Kingdom and the wider world. <u>Maps</u> Use maps, atlases and digital/computer mapping to locate countries and	<u>Directions</u> 8-point compass 6 figure grid references, symbols, keys and scale (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. <u>Maps</u> Use maps, atlases and digital/computer mapping to locate countries and describe features. (Recap Year 5)

		<p>Use a map to identify places in the UK</p> <p>Use aerial images to recognise landmarks and basic physical features.</p> <p>Use a symbols to recognise physical and human features on a map.</p> <p>Create a simple map of my local environment.</p>	<p>countries and cities studied.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical geography</p> <p>Device a simple map and construct basic symbols in a key</p> <p>Use simple grid reference (A1, B1)</p>	<p>Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</p> <p>Use a physical map of the UK to locate main river and mountains.</p>	<p>Use historical maps to identify how towns and cities have changed their land use over time (Digi maps).</p> <p>Create maps of locations identifying some features using a key.</p>	<p>describe features? (Recap Year 4)</p> <p>Use a few geographical resources to give descriptions and opinions of the characteristics of a location.</p> <p>Use maps to identify how coasts and rivers change the land over time.</p> <p>Talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)</p> <p>Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land. (contour)</p>	<p>Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (aerial images compared with maps and topological maps)</p> <p>Create maps of locations identifying patterns such as: land use, climate zones, population densities and height of land.</p>
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LOCATIONAL KNOWLEDGE

EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	<p>Name and locate the four countries and capital cities that make up the United Kingdom.</p> <p>Name and locate the four main seas around the United Kingdom.</p> <p>Talk about the main features of each of the four countries that make up the United Kingdom.</p> <p>Name and locate Antarctica and Arctic on a map.</p>	<p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Y1 recap)</p> <p>Name and locate the seven continents and five oceans in the world.</p> <p>Name and locate Kenya on a map and its key places.</p>	<p>Name and locate the seven continents and five oceans in the world. (Y2 recap)</p> <p>Name and locate some countries and their capital cities in Europe and the wider world.</p> <p>Locate the location of Russia in comparison to other countries.</p> <p>Name and locate Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>Locate geographical regions (temperate, tropical and subtropical zones).</p> <p>Name and locate Canada on a map and its key places.</p>	<p>Name and locate some countries and their capital cities in Europe and the wider world. Locate the location of Russia in comparison to other countries. (Y3 recap)</p> <p>Name and locate Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</p> <p>Recap and locate geographical regions (temperate, tropical and subtropical zones).</p> <p>Name and locate Australia on a map and its key places.</p> <p>Identify their human and physical characteristics,</p>	<p>Name and locate Equator, Northern and Southern Hemisphere, Arctic and Antarctic circles. (recap Y4)</p> <p>Identify the position and significance of Longitude and latitude.</p> <p>Locate some countries and cities in the world and environmental regions (rainforests).</p> <p>On a map, name and locate Brazil within South America.</p> <p>Identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns.</p>	<p>Identify the position and significance of: Longitude and latitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circles (KS2 recap).</p> <p>Identify the position and significance of the Prime/ Greenwich Meridian and times zones (including day and night).</p> <p>Locate some countries and cities in the world and environmental regions (deserts).</p> <p>On a map, name and locate Mexico within North America</p> <p>Identify human and physical</p>

				Identify their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns. Explain how some of these aspects have changed over time.	including hills, mountains, cities, rivers, key topographical features and land-use patterns. Explain how some of these aspects have changed over time.	Explain how some of these aspects have changed over time.	characteristics, including hills, mountains, rivers, key topographical features and land-use patterns. Explain how some of these aspects have changed over time.
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PLACE KNOWLEDGE

EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Recognise similarities and differences between Grimsby and a contrasting place in the UK. Talk about people and places within my local environment. Talk about people and places beyond my local environment. Compare and contrast polar regions	Compare aspects of Grimsby with Hull. Compare Grimsby and Hull with contrasting town / city in a different country (Barcelona, Spain and Mombasa, Kenya). Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area.	Compare geographical regions and their identifying human and physical characteristics. Identify the main physical and human characteristics of the countries of Europe. Describe geographical similarities and differences between Cleethorpes and	Compare geographical regions and their identifying human and physical characteristics (Lincolnshire and Loire Valley in France). Explain how some of these aspects have changed over time. Identify the main physical and human characteristics of the countries of	Understand and explain some of the reasons for geographical similarities and differences between countries. (Norway) Explain how locations around the world are changing and explain some of the reasons for change. (Brazil) Begin to understand and explain geographical	Explain and discuss a range of reasons for geographical similarities and differences between countries. (Germany) Explain how locations around the world are changing and explain some of the reasons for change. (Mexico)

		Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area.		one in a European country (Italy). Compare key information of European countries and compare with the human and physical geography of the UK. Identify the main physical and human characteristics of the countries of Europe and some regions of the world (Canada).	Europe and some regions of the world. (Great Barrier Reef, Australia) Describe geographical similarities and differences between countries.	diversity across the world.	Describe geographical diversity across the world.
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HUMAN AND PHYSICAL GEOGRAPHY

EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Understand some important processes and changes in the natural world around them, including the seasons. Know some similarities and differences between the natural world around them and contrasting environments,	Understand some important processes and changes in the natural world around them, including the seasons. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality. Identify land use around the school area - beach, coast, forest, hill, mountain, sea, river, weather,	Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.	<u>Physical Geography</u> Describe key aspects and compare physical geography in the UK and an area in a European country (Italy) and a non-European country (Canada) - biome, mountainous areas - Mount Etna & Mount Vesuvius , volcanoes and earthquakes, weather and season, landscape,	<u>Physical Geography</u> Describe and compare key aspects of physical geography in a European country (France) and a non-European country (Australia)- biomes, rivers , mountainous areas and valleys, landscapes, weather and season.	<u>Physical Geography</u> Describe and understand key aspects of physical geography in a European country (Norway) and a non-European country (Brazil)- climate zones, global biomes, rainforest, vegetation belts Identify and locate physical	<u>Physical Geography</u> Describe and understand key aspects of physical geography in a European country (Germany) and a non-European country (Mexico) - climate zones, biomes, vegetation belt, rivers, deserts, mountains, water cycle Identify and locate physical

<p>drawing on their experiences and what has been read in class.</p>		<p>City, town, village, house, and shop.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences (Kenya) - beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Begin to look at tourism and trade (Hull)</p>	<p>habitats and animal species</p> <p><u>Human Geography</u> Can I describe key aspects and compare human geography in the UK and an area in a European country (Italy) and a non-European country (Canada) – settlements, and use of UK and area in Italy and Canada, population, culture, economy, supply of food, trade links</p> <p>Investigate different types of extreme weather and how this can affect both rural and urban areas.</p>	<p><u>Human Geography</u> Describe key aspects and compare human geography in the UK and an area in a European country (France) and a non-European country (Australia) – settlements, land use, population, economy, supply of food and its trade and tourism</p> <p>Describe and explain the distribution of natural resources such as water – rivers.</p>	<p>characteristics of South America</p> <p>Identify and describe how the physical features affect the human activity within a location (Lincolnshire, Norway and Brazil)</p> <p><u>Human Geography</u> Describe key aspects and compare human geography in the UK and an area in a European country (Norway) and a non-European country (Brazil) - types of settlement, land use_economic activity (including trade links), distribution of energy, minerals, food and water</p> <p>Identify and describe how the human features affect the human activity within a location (Lincolnshire, Norway and Brazil)</p>	<p>characteristics of North America.</p> <p>Identify and explain how the physical features affect the human activity within a location (Grimsby, Hull, Germany and Mexico)</p> <p><u>Human Geography</u> Describe key aspects and compare human geography in the UK and an area in a European country (Germany) and a non-European country (Mexico) - types of settlement, land use_economic activity, including trade links), distribution of energy, minerals, food and water, tourism, energy issues and connections</p> <p>Identify and describe how the human features affect the human activity within a location (Grimsby, Hull, Germany and Mexico)</p>
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