



St John Fisher RC Primary School

Geography Skills Progression

	AREA OF STUDY	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN & PHYSICAL	SKILLS & FIELDWORK	ENQUIRY
REC	- My Home and Family - School - Hot and Cold Places - Under the sea	Talks about the features of his/her own immediate environment and how environments might vary from one another	- Knows about similarities and differences in relation to places, objects, materials and living things - Recognises some environments that are different to the one in which they live - Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	- Knows about similarities and differences between himself/herself and others, and among families, communities and traditions - Recognises some similarities and differences between life in this country and life in other countries - Can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps	- Draws information from a simple map - Explores the natural world around them - Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Understands some important processes and changes in the natural world around them, including the seasons	Looks closely at similarities, differences, patterns and change
Y1	- My School - Woodland Walk - Middleton – Edgar Wood Buildings - Air Pollution - London - The Seaside	- Understand how some places are linked to other places e.g. roads, trains - Link their homes with other places in their local community - Name, locate and identify the four countries of the UK and characteristics of London - Name, locate and identify the seas surrounding the United Kingdom	- Name, describe and compare familiar places - Know about some present changes that are happening in the local environment e.g. at school - Suggest ideas for improving the school environment	- Describe seasonal weather changes - Identify seasonal and daily weather patterns in the United Kingdom (Science) - Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, hill, sea, ocean, river, season and weather - Use basic geographical vocabulary to refer to key human features, including: city, town, village, house, office, port, harbour and shop	- Use simple observational skills to study the geography of the school and its grounds - Use simple maps of the local area e.g. large scale, pictorial etc. - Make simple maps and plans e.g. pictorial place in a story - Use world maps, atlases and globes to identify the United Kingdom and its countries - Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map - 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 - 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	- Ask geographical questions [i.e. 'what is it like to live in this place?'] - Observe and record [i.e. identify buildings in street and complete a chart]
Y2	- The Canal - Pollution: Rubbish - Christopher Columbus (North and South America) - Ernest Shackleton (South Pole) - Cities of the UK - Australia	- Understand how some places are linked to other places e.g. roads, trains - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom - Name, locate and identify characteristics of the seas surrounding the United Kingdom - Name and locate the world's seven continents and five oceans	- Name, describe and compare familiar places - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Use basic geographical vocabulary to refer to key physical features, including: sea, ocean, season and weather	- 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 - Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map - 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	Ask geographical questions [i.e. 'what is it like to live in this place?']



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Y3	- The North West: Counties - Coasts - Sea Pollution - New York, New York - Africa: Egypt	- Know and describe where a variety of places are in relation to physical and human features - Know location of: capital cities of countries of British Isles and U.K., seas around U.K., - 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 - 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 - Identify the physical characteristics and key topographical features of the countries within North America	- Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences - Recognise there are similarities and differences between places - Develop an awareness of how places relate to each other - Know about the wider context of places - region, country - Understand why there are similarities and differences between places	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Explain about weather conditions / patterns around the UK and parts of Europe Describe human features of UK regions, cities and /or counties - Know about the physical features of coasts and begin to understand erosion and deposition	- Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. - Communicate findings in ways appropriate to the task or for the audience - Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office	Ask and respond to geographical questions, e.g. describe the landscape. Why is it like this?
Y4	- The Ten Boroughs of Greater Manchester - Pollution in the city - Rainforest - Deforestation	- Name and locate the cities of the UK - Identify where counties are within the UK and the key topographical features - Recognise the different shapes of continents - Demonstrate knowledge of features about places around him/her and beyond the UK - Identify where countries are within Europe; including Russia - Know how the locality is set within a wider geographical context - Recognise the different shapes of countries - Know about the wider context of places e.g. county, region and country - Understand the effect of landscape features on the development of a locality - Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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	- Recognise there are similarities and differences between places - Develop an awareness of how places relate to each other - Know about the wider context of places - region, country - Understand why there are similarities and differences between places	- Identify physical and human features of the locality - Explain about weather conditions / patterns around the UK and parts of Europe - Describe human features of UK regions, cities and /or counties - Describe how people have been affected by changes in the environment - Explain about key natural resources e.g. water in the locality - Explore weather patterns around parts of the world - Understand about weather patterns around the world and relate these to climate zones - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the eight points of a compass, four - figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world	- Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. - Recognise that different people hold different views about an issue and begin to understand some of the reasons why - Communicate findings in ways appropriate to the task or for the audience - Understand and use a widening range of geographical terms e.g. specific topic vocabulary - location, industry, transport, settlement - Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. - Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office	Ask and respond to geographical questions, e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?



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Y5	- Rivers and the Water Cycle - Volcanoes, Earthquakes and Tsunamis - Greece	- Identify where countries are within Europe; including Russia - Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent - Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night	- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country - Recognise there are similarities and differences between places - Develop an awareness of how places relate to each other - Know about the wider context of places - region, country - Understand why there are similarities and differences between places	- Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use 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 - Explain about weather conditions / patterns around the UK and parts of Europe Describe human features of UK regions, cities and /or counties - Know how rivers erode, transport and deposit materials	- Make more detailed fieldwork sketches/diagrams - Use fieldwork instruments e.g. camera, rain gauge - Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features - Use four figure grid references - Use the 8 points of a compass - Make plans and maps using symbols and keys - Explore features on OS maps using 6 figure grid references - Draw accurate maps with more complex keys - Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. - Communicate findings in ways appropriate to the task or for the audience - Use basic geographical vocabulary such as cliff, ocean, valley, mountain, - Understand and use a widening range of geographical terms e.g. specific topic vocabulary – water cycle, contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.	- Plan the steps and strategies for an enquiry
Y6	- Climates - Climate change - Refugees and Migrants	- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle - Recognise that people have differing quality of life living in different locations and environments - 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	- Recognise there are similarities and differences between places - Develop an awareness of how places relate to each other - Know about the wider context of places - region, country - Understand why there are similarities and differences between places	- 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 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. - Explain about weather conditions / patterns around the UK and parts of Europe Describe human features of UK regions, cities and /or counties - Understand how humans affect the environment over time - Know about changes to world environments over time - Understand why people seek to manage and sustain their environment	- Measure straight line distances using the appropriate scale - Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts - Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. - Communicate findings in ways appropriate to the task or for the audience	Ask and respond to geographical questions, e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?