



Skills Progression for Geography



| Strand | Stage One | Stage Two | Stage Three | Stage Four | Stage Five | Stage Six | Stage Seven |
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| Geographical Skills & Fieldwork | <p>Talk about and describe features of the local environment from photos and leaflets etc.</p> <p>Label photos and pictures of the local environment, e.g. the church, river etc.</p> <p>Use simple aerial photos to identify landmarks and basic human and physical features.</p> <p>Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map.</p> <p>Use world maps to identify the United Kingdom and its countries in relation to the rest of the world</p> | <p>Carry out a small local survey, e.g. traffic, litter, land use.</p> <p>Identify geographical features on a large scale map.</p> <p>Create a simple map of a familiar location using symbols and a simple key to represent landmarks.</p> <p>Use simple compass directions (North, South, East, and West) to describe the location of features on a map.</p> <p>Use world maps, atlases and globes to identify the UK and world countries, continents and oceans.</p> | <p>Take part in simple fieldwork using observational skills.</p> <p>Use simple geographical vocabulary, e.g. country, city, climate, landscape.</p> <p>Use the 8 points of the compass to describe the location of features and routes on a map in their local area and in the UK.</p> <p>Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.</p> | <p>Take part in and communicate information gained from simple fieldwork using equipment, e.g. compass, map, camera etc.</p> <p>Use simple geographical vocabulary, e.g. country, city, climate, landscape.</p> <p>Use four-figure grid referencing, and/or 8 points of a compass to describe the location of features and routes on a map in UK and the wider world.</p> <p>Use world maps, atlases, globes and computer mapping systems to identify and describe world countries, continents, oceans, capital cities etc.</p> | <p>Use a range of equipment and maps to conduct fieldwork tasks to collect and present data.</p> <p>Use more complex geographical terms, e.g. location, land use, settlement.</p> <p>Use six-figure grid referencing, and/or 8 points of a compass to describe the location of features and routes on a map in UK and the wider world.</p> <p>Use world maps, atlases and globes and digital/computer mapping to locate and compare countries, continents, oceans, capital cities etc.</p> <p>Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.</p> | <p>Use a range of equipment and maps to conduct independent fieldwork to collect and analyse data.</p> <p>Use increasingly complex terminology, e.g. erosion, delta, meander.</p> <p>Use six-figure grid referencing, and/or 8 points of a compass to compare the location human and physical features in the UK and the wider world.</p> <p>Use world maps, atlases and globes and digital/computer mapping to locate, compare and describe countries, continents, oceans, capital cities etc.</p> <p>Create maps of the local environment and beyond using conventional symbols, a key and six-figure grid referencing.</p> | <p>Build on knowledge of globes, maps and atlases and apply knowledge routinely both in the classroom and the field.</p> <p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.</p> <p>Locate places worldwide using six figure grid referencing.</p> <p>Map a range of routes to worldwide locations.</p> <p>Identify the most direct, cost effective shortest route between two points or locations.</p> <p>Create maps using appropriate scales</p> |
| Location & Place Knowledge | <p>Talk about and describe (the diverse) people and places in the local area.</p> <p>Talk about similarities and differences between places, e.g. the school playground and the town park.</p> <p>Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.</p> | <p>Talk about and describe key features of the local area.</p> <p>Describe and compare features of known localities.</p> <p>Talk about and describe a contrasting locality in the UK.</p> <p>Name and locate the world's seven continents and five oceans.</p> | <p>Name and locate counties in the UK.</p> <p>Describe localities in Europe in comparison to the UK.</p> <p>Locate the continents identifying human and physical features.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in Europe.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in North/South America.</p> | <p>Name and locate counties and cities in the UK.</p> <p>Compare and contrast localities within Europe including Russia.</p> <p>Locate the continents, identifying and comparing human and physical characteristics.</p> <p>Analyse and interpret geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom.</p> <p>Analyse and interpret geographical similarities and differences through the study of human and physical geography of a region in Europe.</p> <p>Analyse and interpret geographical similarities and differences through the study of human and physical geography of a region in North/South America.</p> | <p>Name and locate the environmental regions around the world.</p> <p>Locate and describe a range of cities and countries around the world based on their environmental regions.</p> <p>Identify the key topographical features (including hills, mountains, coasts, rivers) and land use of areas in the UK.</p> <p>Identify the position and significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere and Arctic and Antarctic Circles.</p> | <p>Name and locate the environmental regions around the world, identifying and describing key physical characteristics.</p> <p>Locate and compare a wide range of locations, countries, and continents around the world, world based on their environmental regions.</p> <p>Identify the changes in time of key topographical features (including hills, mountains, coasts, rivers) and land use of areas in the UK.</p> <p>Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone.</p> | <p>Extend and deepen locational knowledge and spatial awareness of the world's countries and environmental regions, including polar and hot deserts.</p> <p>Recognise that physical and human processes interact to influence and change landscapes, environments and climates.</p> <p>Describe the ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.</p> <p>Recognise the many links and relationships that make places dependent on each other.</p> |



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| <p>Human and Physical</p> | <p>Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil,</p> <p>Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house,</p> <p>Talk about the seasons and the changes that take place in spring, summer, autumn, winter in the UK.</p> <p>Identify and locate hot and cold areas in the UK related daily weather.</p> | <p>Use more complex geographical words to describe physical features e.g. valley, season, vegetation, season, weather.</p> <p>Use more complex geographical words to describe human features e.g. office, port, harbour, shop</p> <p>Compare and analyse the seasons and the changes that take place in spring, summer, autumn, winter in the UK.</p> <p>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> | <p>Identify and understand a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes.</p> <p>Identify and understand a range of simple human processes, e.g. types of settlement and land use.</p> <p>Identify simple geographical patterns, e.g. hotels on a seafront.</p> <p>Identify and understand the way in which physical and human processes can change the features of a locality.</p> <p>Understand key aspect of human geography; e.g. trade links</p> | <p>Describe a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes.</p> <p>Describe a range of simple human processes, e.g. types of settlement and land use.</p> <p>Describe simple geographical patterns, e.g. hotels on a seafront.</p> <p>Describe the way in which physical and human processes can change the features of a locality.</p> <p>Understand and describe key aspect of human geography; e.g. trade links</p> | <p>Identify and describe a range of physical processes, e.g. climate zones, rivers, mountains and biomes.</p> <p>Identify and describe a range of human processes, e.g. economic activity including trade links.</p> | <p>Identify and explain an increasing range of physical processes, e.g. vegetation belts and the water cycle.</p> <p>Identify and explain an increasing range of human processes, e.g. distribution of natural resources including energy, food, minerals and water.</p> | <p>Understand the key processes in physical geography relating to geographical timescales and plate tectonics, weather/weathering, climate and climate change, glaciation & coasts.</p> <p>Understand the key processes in human geography relating to population and urbanisation, international development, economic activity and use of natural resources.</p> <p>Recognise that the environment in the place and the lives of the people who live there are affected by actions and events in other places.</p> |
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