



## Geography - Skills Progression Map

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Skills and Fieldwork</b>	<p>Begin to make observations of their local environment.</p> <p>Draw a simple map.</p>	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p>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.</p> <p>I can use</p>	<p>Analyse evidence, draw conclusions and make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.</p> <p>Use four figure grid references, use the 8 points of a compass</p>	<p>Measure straight line distances using the appropriate scale.</p> <p>Explore features on maps using 6 figure grid references.</p> <p>Draw accurate maps with more complex keys. I can p</p> <p>Plan the steps and strategies for an enquiry.</p>	<p>Use a few geographical resources to give descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>Record the results in different ways.</p> <p>Talk about the effectiveness of different geographical representations</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and keys to build on my knowledge of the United Kingdom and the wider world.</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass.</p>

			fieldwork instruments e.g. camera, rain gauge.	and make plans and maps using symbols and keys.		of a location.  Use the eight points of a compass, four to six-figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world.  Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.	
<b>Locational Knowledge</b>	Describe my own immediate environment using knowledge from observation,	Identify different names of places familiar to me and my surroundings.	Able to tell you about and identify countries in the UK and their features.	Identify where countries are within the UK and the key topographical features.	Recognise the different shapes of the continents.  Demonstrate	Identify and describe the significance of the Prime/Greenwich Meridian and	Locate the world's countries, using maps to focus on Europe (including the

	<p>discussion, stories, non-fiction texts and maps</p> <p>Name Potters Bar as the town our school is in.</p>		<p>Use an atlas or globe to identify features such as oceans and countries/places of interest.</p>		<p>knowledge of features about familiar places and beyond the UK.</p> <p>Recognise that people have differing qualities of life living in different locations and environments.</p>	<p>time zones including night and day.</p> <p>Recognise the different shapes of countries.</p> <p>Identify the physical characteristics and key topographical features of the countries within North America.</p>	<p>location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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;</p>
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							and understand how some of these aspects have changed over time.
<b>Place Knowledge</b>	Identify similarities and differences between places, drawing on my experiences and what has been read in class.	Name, describe and compare familiar places. I can link my home with other places in my local community. I can suggest ideas for improving the school environment.	Identify and discuss similarities and differences between the UK and another contrasting country.	Show an awareness of how places relate to each other, within the UK and beyond.	Demonstrate an understanding as to why there are similarities and differences between places.	Compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences.	Identify the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America.
<b>Human and Physical Features</b>	Begin to use vocabulary needed to name specific features of the natural world, both natural and manmade.	Talk about and describe seasonal weather changes.	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	Identify physical and human features of the locality and beyond.	Describe human features of the UK regions, cities and/or counties.  Describe how people have been affected by changes in the environment.	Describe how humans affect the environment over time.  Say why people seek to manage and sustain their environment.	Research and understand key aspects of physical and human geography.

			and the North and South Poles.				
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