



St. Chad's Geography Progression Document



GEOGRAPHY SKILLS PROGRESSION							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry	Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Recognise and describe simple features of human and physical geography.	Observe human and physical features of a place and make comparisons.	Ask and respond to questions about places and the environment making comparisons.	Offer explanations for the location of human and physical features in different localities.	Recognise and describe physical and human processes.	Use geographical knowledge to carry out an investigation and come to a conclusion.
	Talk about different places in the world from pictures or experiences.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold places in relation to the Equator, North and south poles.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold places in relation to the Equator, North and south poles. Make comparisons between the countries.	Study land use and how it can change over time. Focus on rivers/ponds.	Study land use and explain how changes occur using geographical vocabulary. Focus on rivers/ponds.		



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Map Skills	Draw information from a simple map. Begin to understand and use directional language to describe the location of countries. Draw a simple map using familiar setting, story map, senses map.	Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to locate the countries, continents and seas studied. Use directional language to describe location of features and routes on a map. Make a simple map using a key with basic symbols. With a study on Uganda and make simple comparisons.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to locate the countries, continents and seas studied. Use simple compass directions along with directional language. Make more detailed map with a key and symbols. Use aerial photographs to recognise places and landmarks. With a study on Uganda, make human and physical comparisons.	Locate some countries in the world, using capital cities. Identify the countries of the UK, identify cities and geographical regions. Understand time zones, including day and night. Use maps, atlases, globes, Digimaps. Understand and use symbols from an Ordnance Survey map. Use four figure grid references.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones. Use maps, atlases, globes, Digimaps. Understand and use symbols from an Ordnance Survey map when creating own map. Identify features of a place using aerial photographs.	Use maps and atlases to locate countries and identify key physical/human features. Compare aerial photographs to large scale maps. Use six figure grid references. Use maps, atlases, globes, Digimaps.	Use OS maps to interpret a place looking at contour lines and symbols. Compare aerial photographs to large scale maps. Use maps, atlases, globes, Digimaps.



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Fieldwork Skills	Make observations in local area/school.	Observe location of school and its grounds. Conduct simple survey. Sketches – draw simple pictures of what they observe.	Observation of a location – discuss likes and dislikes. Conduct survey and questionnaires. Sketches – draw features of what they observe, focusing on detail. Add label to these.	Measure and record data. Present human and physical features in the local area. Produces sketches of mountains.	Record information through observation, more detailed sketches, questionnaires and surveys to collect information and investigate a place. Produce sketches of mountains, labelling, making comparisons between the different types of mountains.	Record information using a range of methods and interpret results to look for patterns. Create detailed sketches of features they have observed. Produces sketches of different mountains and explain how they are formed.	Identify questions and select appropriate ways to gather information and data through detailed sketches, observation, questionnaires, surveys, measuring data. Draw a detailed water cycle with labels, graphs, plans and using digital technologies.



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Environment	To understand the importance of change within the environment, including seasons. Begin to explain some similarities and differences between this country and other countries. With a study on Uganda and make simple comparisons.	To be able to express their own views on attractive and unattractive features of a locality.	To be able to identify attractive and unattractive features of the environment and discuss why/ how people can affect this.	Describe how people can both improve and damage the environment. Understanding human geography of mountain resorts. Understand Fairtrade and sustainable development.	Start to explain why humans can have an impact on the environment. Identifying how humans can change mountainous areas.	Describe how a range of physical and human processes can change the environment. Looking at mountain resorts and tourism and the positive and negative affect it can have.	Offer explanations for the ways in which human activities affect the environment and recognise that people attempt to manage improve environments