

'Inspiring Excellence for All'

Passion
Excitement for learning
–knowledge the children will acquire

Urgency
The learning journey through the topic

Positivity
Building the skills of collaboration, resilience and communication (both written and oral)

Aspiration
Cultural capital – experiences and trips the children will have

Commitment
Skills the children will acquire now or over time

Progression of Skills in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Geographical enquiry	<p>Be able to use geographical terms</p> <p>Be able to describe the geographical features of the school site and other familiar places</p> <p>Be able to communicate their geographical knowledge and understanding in a variety of ways</p> <p>Know about similarities and differences between different localities</p> <p>Know that the world extends beyond their own locality and that</p>	<p>Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</p> <p>Be able to use geographical terms</p> <p>Be able to use secondary sources to obtain simple geographical information</p> <p>Be able to communicate their</p>	<p>Be able to use geographical terms</p> <p>Be able to describe the main geographical features of the area immediately surrounding the school</p> <p>Be able to use secondary sources to obtain geographical information</p> <p>Understand how places fit into a wider</p>	<p>Be able to use geographical terms</p> <p>Be able to describe the main geographical features of the area immediately surrounding the school</p> <p>Be able to use secondary sources to obtain geographical information</p> <p>Understand how places fit into a wider</p>	<p>Be able to use geographical terms</p> <p>Be able to describe the main geographical features of the area immediately surrounding the school</p> <p>Be able to use secondary sources to obtain geographical information</p> <p>Understand how places fit into a wider</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and</p>	<p>Be able to use a variety of sources to gather geographical information</p> <p>To collect and record evidence to answer geographical questions</p> <p>To communicate their knowledge and understanding of geography in a variety of ways</p> <p>Use primary and secondary sources of</p>

	<p>the places they study exist within a broader geographical context</p> <p>Be able to use secondary sources to obtain simple geographical information</p> <p>Be able to communicate their geographical knowledge and understanding in a variety of ways</p>	<p>geographical knowledge and understanding in a variety of ways</p> <p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use books, stories, maps, pictures/photos and internet as sources of information.</p>	<p>geographical context</p> <p>Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p>	<p>geographical context</p> <p>Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>Ask and respond to questions and offer their own ideas.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps</p>	<p>draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>
<p>Physical and Human Geography</p>	<p>Know about the main physical and human features of particular localities</p> <p>Know about how land and buildings</p>	<p>Be able to express views on the attractive and unattractive features of an environment</p>	<p>Know how particular localities have been affected by human activities</p>	<p>Know how particular localities have been affected by human activities</p>	<p>Know that the study of geography is concerned with places and environments in</p>	<p>Know that the study of geography is concerned with places and environments in</p>

	<p>are used in particular localities</p> <p>Be able to describe the geographical features of the school site and other familiar places</p> <p>Know about similarities and differences between different localities</p> <p>Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there</p> <p>Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</p>	<p>Know about similarities and differences between different localities</p> <p>Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there</p> <p>Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</p> <p>Know that people can harm or improve the environment</p> <p>Know about the main physical and human features of</p>	<p>Know how particular localities have been affected by natural features and processes</p> <p>Know how the nature of particular localities affect the lives of people</p> <p>Be able to describe the main geographical features of the area immediately surrounding the school</p> <p>Understand how places fit into a wider geographical context</p> <p>Know about the weather and climatic conditions in the host country and how they affect the environment</p>	<p>Know how the nature of particular localities affect the lives of people</p> <p>Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there</p> <p>Be able to express views on the features of an environment and the way it is being harmed or improved</p> <p>Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p>	<p>the world around them</p> <p>Know about similarities and differences between particular localities</p> <p>To explain how physical and human processes lead to similarities and differences</p> <p>Understand how localities are affected by natural features and processes</p> <p>Know about the main physical and human features and environmental issues in particular localities</p> <p>Know how the features of particular localities influence the nature of human activities within them</p>	<p>the world around them</p> <p>Know about the main physical and human features and environmental issues in particular localities</p> <p>Know about similarities and differences between particular localities</p> <p>Know how the features of particular localities influence the nature of human activities within them</p> <p>Know about the geography of the area around the school</p> <p>Know how people affect the environment</p> <p>Be able to enquire into geographical</p>
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		<p>particular localities</p> <p>Know about how land and buildings are used in particular localities</p>	<p>and the lives of people living there</p> <p>Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>Be able to express views on the features of an environment and the way it is being harmed or improved</p> <p>Understand that the quality of the environment can be sustained and improved</p>	<p>Understand that the quality of the environment can be sustained and improved</p> <p>Know how particular localities have been affected by natural features and processes</p>	<p>Know how people affect the environment</p> <p>Be able to enquire into geographical factors and their effects on people's lives</p> <p>Understand how and why people seek to manage and sustain their environment</p>	<p>factors and their effects on people's lives</p> <p>To explain how physical and human processes lead to similarities and differences</p> <p>To explain how places are linked through movement of goods and people</p> <p>Understand how the geographical features of the host country affect the lives of the people who live there</p>
Direction/Location	Be able to follow directions (Up, down, left/right, forwards/backwards)	Be able to follow directions	Be able to use maps at a variety of scales to locate the position and geographical features of	Be able to use maps at a variety of scales to locate the position and geographical features of	To use appropriate techniques to gather information make plans and maps in a variety	To use appropriate techniques to gather information make plans and maps in a variety

			<p>particular localities</p> <p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. co-ordinates to locate features on a map.</p>	<p>particular localities</p> <p>Use 4 compass points well:</p> <p>Begin to use 8 compass points;</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p>	<p>of scales using symbols and keys</p> <p>To use and interpret globes and maps in a variety of scales</p> <p>Use 8 compass points;</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p>	<p>of scales using symbols and keys</p> <p>Use 8 compass points confidently and accurately;</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>
Drawing maps	Be able to make maps and plans of real and imaginary places, using pictures and symbols	Be able to make maps and plans of real and imaginary places, using pictures and symbols	<p>Be able to make simple maps and plans of familiar locations</p> <p>To make a map of a short route</p>	<p>Understand how places fit into a wider geographical context</p> <p>Make a map of a short route</p> <p>Make a simple scale drawing.</p>	<p>To use appropriate techniques to gather information make plans and maps in a variety of scales using symbols and keys</p> <p>Begin to draw a variety of thematic maps based on their own data.</p>	<p>To use appropriate techniques to gather information make plans and maps in a variety of scales using symbols and keys</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p>

<p>Representation</p>	<p>Be able to make maps and plans of real and imaginary places, using pictures and symbols</p>	<p>Be able to make maps and plans of real and imaginary places, using pictures and symbols</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p>	<p>Know why a key is needed.</p> <p>Use standard symbols.</p>	<p>Know why a key is needed.</p> <p>Begin to recognise symbols on an OS map.</p>	<p>To use appropriate techniques to gather information make plans and maps in a variety of scales using symbols and keys</p> <p>Draw a sketch map using symbols and a key;</p>	<p>To use appropriate techniques to gather information make plans and maps in a variety of scales using symbols and keys</p> <p>To use and interpret globes and maps in a variety of scales</p>
<p>Using maps</p>	<p>Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country</p> <p>Be able to follow directions</p> <p>Use a simple picture map to move around the school</p>	<p>Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country</p> <p>Use an atlas to locate places.</p>	<p>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p>	<p>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>Understand how places fit into a wider geographical context</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p>	<p>To use and interpret globes and maps in a variety of scales</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.) Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map</p>	<p>To use and interpret globes and maps in a variety of scales</p> <p>To explain how places are linked through movement of goods and people</p> <p>Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Locate places on a world map.</p>

				Follow a route on a large scale map.	to find local village.)	
Scale/Distance	<p>Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country</p> <p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>	<p>Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>	<p>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>Understand how places fit into a wider geographical context</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>Understand how places fit into a wider geographical context</p> <p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p>	<p>To use appropriate techniques to gather information make plans and maps in a variety of scales using symbols and keys</p> <p>To use and interpret globes and maps in a variety of scales</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.)</p>	<p>To use appropriate techniques to gather information make plans and maps in a variety of scales using symbols and keys</p> <p>To use and interpret globes and maps in a variety of scales</p> <p>Use a scale to measure distances.</p> <p>Draw/use maps and plans at a range of scales.</p>
Map knowledge	<p>Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</p> <p>Be able to use maps at a variety of scales to locate the position</p>	<p>Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</p> <p>Locate and name on UK</p>	<p>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>Understand how places fit into a</p>	<p>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>Understand how places fit into a</p>	<p>To use appropriate techniques to gather information make plans and maps in a variety of scales using symbols and keys</p> <p>To use and interpret globes</p>	<p>To use and interpret globes and maps in a variety of scales</p> <p>To explain how places are linked through movement of goods and people</p>

	<p>and simple geographical features of the host country and their home country</p> <p>Learn names of some places within/around the UK. E.g. Croydon, London, Manchester, Birmingham.</p>	<p>map major features e.g. London, River Thames, Croydon, seas.</p>	<p>wider geographical context</p> <p>Begin to identify points on maps A,B and C</p>	<p>wider geographical context</p> <p>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p>	<p>and maps in a variety of scales</p> <p>Know about the geography of the area around the school</p> <p>Know about the major geographical features of their home country</p>	<p>Confidently identify significant places and environments</p>
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