

Progression in Key Geography Skills (Year 1-6)

Year 1			
Geographical Skills and Fieldwork	Human and Physical Geography	Locational Knowledge	Place Knowledge
<ul style="list-style-type: none"> I can use simple fieldwork and observational skills to study the geography of my school. (LL) I can use simple locational and directional language (near and far; left and right). (LL) I can use world maps. (LL) I can ask/answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). 	<ul style="list-style-type: none"> I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (LL) (NC) I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop. (LL) (NC) I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas. (LL) I can use aerial images and plan perspectives to recognise landmarks and basic physical features. I can identify land use around the school. 	<ul style="list-style-type: none"> I can name and locate the world's seven continents and five oceans. (LL) I can use an atlas to identify the United Kingdom and its countries. I can name and locate the four countries and capital cities of the United Kingdom. (LL) 	<ul style="list-style-type: none"> I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (LL)

Year 2

Geographical Skills and Fieldwork	Human and Physical Geography	Locational Knowledge	Place Knowledge
<ul style="list-style-type: none"> I can use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment. (LL) I can use aerial photographs and plans to recognise landmarks and basic physical features to devise a simple map. (LL) I can construct basic symbols in a key. I can use simple compass directions (north, south, east and west) and locational language (for example, near and far, left and right) to describe the location of features and routes on maps. (LL) (NC) I can use world maps, atlases and globes to identify the UK, its countries and counties. (LL) I can ask and answer questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). 	<ul style="list-style-type: none"> I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (LL) (NC) I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop. (LL) (NC) I can locate hot and cold areas (including the UK) of the world in relation to the Equator and the North and South Poles. (LL) I can identify land use around the school. 	<ul style="list-style-type: none"> I can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (LL) Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 	<ul style="list-style-type: none"> I can 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. (LL)

Year 3

Geographical Skills and Fieldwork	Human and Physical Geography	Locational Knowledge	Place Knowledge
<ul style="list-style-type: none"> • I can begin to use geographical words. (LL) • I can use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment. (LL) • I can use maps, atlases, globes and digital computer/mapping to locate countries and describe features studied. (NC) • I can use the 8 points of a compass; 4- and 6- figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. (NC) • I can 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. (NC) 	<ul style="list-style-type: none"> • I can begin to understand how people impact on the environment. (LL) • I can begin to compare these features to another place beyond the local area. (LL) • I can observe and describe physical and human features of the local area and other places. (LL) • I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (NC) • I can 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. (NC) 	<ul style="list-style-type: none"> • I can describe simply where places are beyond the local area. (LL) • I know about the local area. (LL) • I can 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. (NC) • I can name and locate countries 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. (NC) • I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). (NC) 	<ul style="list-style-type: none"> • I can describe what gives the local area character and simply describe what other places are like beyond this area. (LL) • I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. (NC)

Year 4

Geographical Skills and Fieldwork	Human and Physical Geography	Locational Knowledge	Place Knowledge
<ul style="list-style-type: none"> • I can begin to investigate answers to use the correct vocabulary to share findings. (LL) • I can use skills and evidence to answer a range of geographical questions. (LL) • I can use maps, atlases, globes and digital computer/mapping to locate countries and describe features studied. (NC) • I can use the 8 points of a compass; 4- and 6- figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. (NC) • I can 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. (NC) 	<ul style="list-style-type: none"> • I can recognise how people try to improve and keep environments. (LL) • I can begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments. (LL) • I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (NC) • I can 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. (NC) 	<ul style="list-style-type: none"> • I know about the local area and can begin to appreciate the importance of wider geographical location in understanding places. (LL) • I can begin to describe and compare features of different locations and offer explanations for the locations of some of those features. (LL) • I can 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. (NC) • I can name and locate countries 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. (NC) • I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). (NC) 	<ul style="list-style-type: none"> • I am aware that different places may have both similar and different characteristics. (LL) • I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country. (NC)

Year 5

Geographical Skills and Fieldwork	Human and Physical Geography	Locational Knowledge	Place Knowledge
<ul style="list-style-type: none"> • I can communicate my findings using the appropriate vocabulary. (LL) • I can suggest an appropriate sequence of events and use geographical skills to conduct an enquiry. (LL) • I can begin to investigate answers and use the correct vocabulary to share findings. (LL) • I can use maps, atlases, globes and digital computer/mapping to locate countries and describe features studied. (NC) • I can use the 8 points of a compass; 4- and 6- figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. (NC) • I can 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. (NC) 	<ul style="list-style-type: none"> • I can understand how people can both improve and damage the environment. (LL) • I can describe and begin to explain geographical patterns and a range of physical and human processes. (LL) • I can recognise that these interact to have an impact on the lives and activities of people living there. (LL) • I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (NC) • I can 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. (NC) 	<ul style="list-style-type: none"> • I know more about the features of a variety of places around the world from local to global. (LL) • I can 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. (NC) • I can name and locate countries 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. (NC) <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). (NC)</p>	<ul style="list-style-type: none"> • I can understand more about the links between different places and that some places depend on each other. (LL) • I can understand geographical similarities and differences through the study of human and physical geography of a region in North America. (NC) •

Year 6

Geographical Skills and Fieldwork	Human and Physical Geography	Locational Knowledge	Place Knowledge
<ul style="list-style-type: none"> • I can present findings both graphically and in writing to reach a conclusion and evaluate the information. (LL) • I can suggest my own geographical enquiry and demonstrate the appropriate skills to conduct the enquiry. (LL) • I can explain my own views using examples and evidence. (LL) • I can use maps, atlases, globes and digital computer/mapping to locate countries and describe features studied. (NC) • I can use the 8 points of a compass; 4- and 6- figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. (NC) • I can 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. (NC) 	<ul style="list-style-type: none"> • I can describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places. (LL) • I can describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places. (LL) • I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (NC) • I can 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. (NC) 	<ul style="list-style-type: none"> • I know more about the features of a variety of places around the world from local to global and in different parts of the world. (LL) • I can 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. (NC) • I can name and locate countries 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. (NC) • I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). (NC) 	<ul style="list-style-type: none"> • I can understand about the links and relationships between different places and what makes places dependent on each other. (LL) • I can understand geographical similarities and differences through the study of human and physical geography of a region in South America. (NC) •