Progression in Geography

Graphicacy Skills

Nursery	• Talk about what can be seen using a wide vocabulary • Know there are different countries in the world • Describe a familiar route • To name places in the local community - Shop, park, house, doctors, dentist, school etc
Reception	• Use first hand observation, photographs and simple maps • Introduce the world map • To represent green for land and blue for water • Draw information from a simple map • Recognise some environments that are different to one we live in • Understand the effect of changing seasons on the natural world around them • Recognise some similarities and differences between life in this country and life in an another country.
Year 1	• **Keys and symbols:** Use basic symbols in a key • **Read maps:** Follow a simple map (e.g. buildings, roads, fields, or use one for a treasure hunt in the school grounds) • **Draw maps / plans:** Trace around simple map shapes to reproduce symbols • **Digital maps:** With support, do a simple location or post-code search online • **Charts and graphs** (from Maths National Curriculum) Tallies and simple tables • **Use images:** Explain the difference between image types e.g. photo, drawing. Use photographs (including aerial photos) to recognise basic features (e.g. school on satellite view
Year 2	• **Keys and symbols:** Use basic symbols in a key. Use and construct basic symbols in a key. Recognise and identify basic OS symbols

	• **Read maps:** Use simple grid references to locate squares on a map (e.g. A1, D7) • **Draw maps / plans:** Devise a simple map (e.g. sketch map of places in stories, school grounds) • **Digital maps:** Use digital technologies: zoom in/out on a map. Begin to highlight and annotate digital maps • **Charts and graphs** (from Maths National Curriculum). Pictograms, tally charts, block diagrams, simple tables • **Use images:** Start to understand the purpose of different image types. Use aerial photographs and plan perspectives to recognise landmarks and basic features
Year 3	• **Keys and symbols:** Use keys to build knowledge/research. Start to understand complex keys e.g. size of symbol for quantity. Start to understand contour lines • **Read maps:** Use maps atlases, and globes to locate and to start to describe features. Use 4 figure grid references to build knowledge (i.e. research). Work out simple distances from a map (e.g. aerial distance, or along a straight road) • **Draw maps / plans:** Create a sketch map - e.g. of a short route, or a building plan with simple symbols. Start to draw to scale. • **Digital maps:** Start measuring distance on Digimaps. 'Zoom' for a purpose and explain the scale. Annotate digital maps with text/labels • **Charts and graphs** (from Maths National Curriculum). Bar charts (e.g. not blocks); use more complex tables • **Use images:** Understand and explain the reliability / purpose of different picture types
Year 4	• **Keys and symbols:** Use complex keys to build knowledge e.g. making quantitative estimates based on size of symbol. Understand contour lines • **Read maps:** Use the contents and index of an atlas. Use oblique and aerial views. Start to use 6 figure grid references. Use a scale to reasonably estimate distances (e.g. along roads/waterways) Start to explain ideas using a thematic map for reference • **Draw maps / plans:** Draw a map or plan from a description. Create a scale-bar. Draw cross-sections. • **Digital maps:** Accurately measure distance, including non-linear distances. Annotate digital maps with markers, text, photographs, hyperlinks, etc. Use digital maps for a purpose (e.g. select, 'screengrab' and paste into .pub/.ppt/.doc) • **Charts and graphs** (from Maths National Curriculum). Time graphs 'and other graphs'. Use discrete and continuous data • **Use images:** Compare the context and purpose (reliability) of different photographs. Use digital technologies to alter photos/image

Year 5	• **Keys and symbols:** Start to create complex keys using mathematical concepts e.g. size of symbol for quantity • **Read maps:** Use maps and atlases, globes and digital/computer mapping to locate and describe features. Use 6 figure grid references to build knowledge. Relate differently-scaled maps to each other. Explain ideas using a thematic map for reference • **Draw maps / plans:** Start to draw thematic maps. Create a map from Fieldwork measurements. Scale by simple fractions (from Maths National Curriculum) • **Digital maps:** Use linear and area measuring tools. Start to use digital maps (and selections from them) • at different scales, to illustrate a point. • **Charts and graphs:** (from Maths National Curriculum) Complete and interpret tables, including timetables. Calculate the mode and range • **Use images:** Use digital technologies to alter photos/images and explain the impact (e.g. reliability)
Year 6	• **Keys and symbols:** Create complex keys • **Read maps:** Explain how types of map give different perspectives / show prejudice. Confidently use distribution/thematic maps to illustrate an idea or discussion • **Draw maps / plans:** Design and draw distribution/thematic maps • **Digital maps:** Use linear and area measuring tools accurately. Use careful selections from digital maps to illustrate points verbally (e.g. with .ppt) or in written form (e.g. .pub, .doc) • **Charts and graphs:** Read, interpret and use pie charts and line graph. Calculate the mean. • **Use images:** Carefully select images for a purpose (e.g. as evidence, or to show reliability)

Progression in Geography

Locational and Place Knowledge, Human and Physical Geography

Nursery	• Explore immediate environments inside and outside
Reception	• Use first hand observations and simple maps to find out about school and immediate environment. • Use the local area for exploring both the built and the natural environment • Express their opinions on natural and built environments • To know that the world is made up of different countries
Year 1	• Locate our locality in the UK and can describe what it is like • Name and locate the four countries and capital cities of the United Kingdom • Identify characteristics of the four countries and capital cities of the United Kingdom • Talk about physical features e.g. rivers, hills, volcanoes and human features e.g. roads, shops, buildings and towns in different places • Describe some similarities and differences between places in the UK when talking about physical and human features • Talk about the weather in the UK and Europe and identify hot and cold places in different countries
Year 2	• Find places on a variety of maps of different scales e.g. maps of local area, maps of the UK, Europe and the World, Globes and on-line digital maps • Name and locate the world's seven continents and the five major oceans • Describe physical and human features of different places across the UK, Europe and the World • Begin to understand how and why physical and human features are distinctive to different places around the world • Begin to 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 and the North and South Poles • Understand and can say how people can affect their environment

Year 3	• Use atlases, globes, maps and plans at different scales to locate some of the world's countries, focusing on Europe (including the location of Russia) and North and South America • Identify the position and understand the significance of the equator, Northern and Southern hemispheres • Name and locate counties and cities of the United Kingdom, identifying some human and physical characteristics • Describe the physical and human features of different localities within the UK and can explain why some of the features are where they are • Explain how the characteristics of a place affect the lives and activities of the people who live there • Describe geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country
Year 4	• Use atlases, globes, maps and plans at different scales to confidently locate the world's countries, focusing on Europe, North and South America • Identify the position and understand the significance of the equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn • Analyse evidence from a range of age appropriate sources, can draw conclusions and am beginning compare and contrast places on a widening scale across the UK, Europe and the World • Locate similar environmental regions across the world e.g. desert, rainforest, temperate regions • Describe the physical and human features of different localities studied and can explain why some of the features are where they are • Name and locate counties and cities of the United Kingdom, geographical regions, identifying some human and physical characteristics • Begin to identify and describe key topographical features (including hills, mountains, coasts and rivers) of locations in the UK, Europe and the World • Describe how different places may have both similar and different characteristics • Identify how people try to improve and sustain their environment
Year 5	• Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) • Locate the main countries in Europe and North and South America and name and locate their main cities

	• Explain some of the reasons why some towns and cities in Europe and North and South America are located where they are • Identify the position and significance of latitude, longitude, the Arctic and Antarctic Circle • Understand and can describe some aspects of physical geography • Understand and can describe some aspects of human geography • Explain my views and others' views about an environmental change
Year 6	• Name and locate key topological features around the world and understand how these features have changed over time • Name and locate geographical regions of the UK, describe their land-use patterns and understand how some of these aspects have changed over time • Compare and contrast regions in the UK with regions across the world with significant similarities and differences and begin to explain some of the reasons for these similarities and differences. • Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) • Understand and can describe key aspects of physical geography Understand and can describe some aspects of human geography • Describe how physical and human processes can change the features of a place and how these can affect the lives and activities of the people living there.

Progression in Geography

Field Work and Practical Skills

Nursery	• To use positional language related to texts - Left, right, straight, bottom, top, outside, in, down, inside, under, behind, • Seasonal walks and walks within the school grounds
Reception	• To locate places using directional language to navigate - Behind the wall, next to, in front of, end, above, below the sign, under the table, on, near, far, close to, underneath, step forwards, step backwards, far away from… • Seasonal walks and walks within the school environment and local area • Visit different parts of the local community
Year 1	• **Use a compass:** Use North, South, East, West for simple navigation e.g. in a rectilinear maze in the playground. Describe position, direction and movement • **Observe/measure:** Begin to use first-hand observation using senses (e.g. qualitative comments, or measurements in non-standard units) Measure to nearest 10cm, e.g. with metre stick painted in 5cm blocks • **Locate:** Use simple locational language to describe (e.g. near/far, North, South, East, West) • **Record:** Make simple recordings e.g. lists, tallies and simple tables where the template is given
Year 2	• **Use a compass:** Use North, South, East, West to describe locations and routes on a map. Connect idea of turns to right angles • **Observe/measure:** Use first-hand observations (e.g. qualitative comments and starting to measure in standard units) Measure to nearest cm and gram. Use litres for volume and degrees C for temperature. Scales in divisions of ones, twos, fives, tens where the numbers are given • **Locate:** Use simple locational language (e.g. secure use of left/right from own perspective) • **Record:** Make more sophisticated recordings, e.g. frequency tables

Year 3	• **Use a compass:** Start to use eight points of a compass - and link to magnets and poles (Science). Start to use idea of degrees to measure turns • **Observe/measure:** Start to evaluate own observations, and compare them with others'. Start to estimate length and distance. Measure to nearest mm, nearest 10ml, and 45 degrees for angle. Convert between units, e.g. m to cm. Start to understand the concept of area. Use scales in ones, twos, fives and tens where numbers may be missing. • **Locate:** Secure use of left and right from any perspective (e.g. with an upside-down map) • **Record:** Take simple notes i.e. using abbreviations, deliberate misuse of grammar, etc. Use sketch maps, tables, jotted diagrams, subdivided lists, etc
Year 4	• **Use a compass:** Confidently use the eight points of a compass. Use concepts of acute/obtuse angles, i.e. increasingly understanding turns • **Observe/measure:** Evaluate own observations and compare them with others'. Make reasonable estimations of length and distance; start to estimate mass, capacity and angle. Start to understand inches and miles, stone and pounds, Fahrenheit. Understand the concept of area. Use more complex scales where some numbers may be missing • **Locate:** n/a • **Record:** Take quantitative and qualitative notes about observations. Start to include continuous data. Make simple calculations while in the field
Year 5	• **Use a compass:** Convert between eight compass points and azimuth bearings. Draw angles up to 360m. • **Observe/measure:** Estimate length, distance, mass, capacity, angle; start to estimate temperature and area. Measure angle to the nearest degree. Use approximate equivalences between metric and imperial. Calculate area, start to understand volume. • **Locate:** n/a • **Record:** Start to group observations and collected data while in the field, into complex tables, diagrams and flow chart

Year 6	• **Use a compass:** Show awareness of the 16-point compass rose, and compass quadrant bearings • **Observe/measure:** Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature. Fluency with converting units, (including between metric and imperial) Calculate area, start to understand volume • **Locate:** n/a • **Record:** Group and redraft observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs. Make calculations in the field e.g. mean averages

Progression in Geography

Academic Skills

Nursery	• Talk about what can be see using a wide vocabulary • Continue developing positive attitudes about the differences between people
Reception	• Talk about what can be see using a wide vocabulary and have first-hand experiences • Understand our community is made up of lots of different people, skills jobs and backgrounds.
Year 1	• **Ask questions:** Ask and answer simple questions about what they have seen or heard • **Discern relevance:** n/a • **Use sources**: Explain the difference between fiction and non-fiction. Show some understanding of the ways we can find out about the world (e.g. books, museums, atlases, photographs) • **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: isolated datasets and in longer and coherently-structured pieces of work
Year 2	• **Ask questions:** Show curiosity by voluntarily asking questions about what they have seen, heard or read • **Discern relevance:** Start to make selections, e.g. from or within sources of information • **Use sources:** Identify ways that geography is presented and represented (e.g. fiction, images, maps) • **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: for isolated datasets and in longer and coherently-structured pieces of work
Year 3	• **Ask questions:** Start to frame questions and answers in geographically valid ways (e.g. about change/difference) • **Discern relevance:** Select information according to relevance (i.e. spot the 'main' landmarks)

	• **Use sources:** Explain the difference between primary and secondary data. Start to show awareness that there are different ways to represent geographical information, and that these might inform opinions and beliefs • **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: for isolated datasets and in longer and coherently-structured pieces of work
Year 4	• **Ask questions:** Ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference) • **Discern relevance:** Note connections, contrasts and trends and use these to order by relevance • **Use sources:** Recognise that geographical 'facts' can vary depending on the source, and begin to suggest reasons for this • **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: for isolated datasets and in longer and coherently-structured pieces of work
Year 5	• **Ask questions:** Ask and answer geographically valid questions (e.g. about significance, relevance, reliability, perspective) • **Discern relevance:** Explain the usefulness, reliability and relevance of information • **Use sources**: Begin to explain how Geographical 'facts' are often interpreted to support opinions • **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: for isolated datasets and in longer and coherently-structured pieces of work
Year 6	• **Ask questions:** Regularly ask and answer perceptive questions in geographically valid ways • **Discern relevance:** Thoughtfully organise information by relevance, and politely critique others • **Use sources:** Start to understand the idea of 'tertiary' sources data. Explain and critique the way geographical 'facts' are • used and interpreted to support opinions • **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: for isolated datasets and in longer and coherently-structured pieces of work

Progression in Geography

Vocabulary

Nursery Reception	Town, Village, Road, Path, House, Flat, Farm, Local Area, World, Shop, School, Map, Hot, Sunny, Seasons, Spring, Summer, Autumn, Winter, Cold, Snow, Cloudy, Hail, Wind, Storm, Weather, Manmade, Natural, Same, Different, Place, Environment, Observe, Busy, Quiet, People, Places, Community, Animals, Plants,

Year 1 Year 2	Map, Direction, Compass Points, Compass, Symbols, Farm, Key, Route, Plan, Soil, Arctic, Inuit, Temperature, Similarities, Poles England, House, Area, Capital, Country, Aboriginal, Australasia, Climate, Thermometer, Abroad, Atlas, Differences, Equator, Continents, Oceans, Seasons, Weather, Gauge, Wind Sock, Forecasts, Town, Village, Capital City, Scale, Island, Sea, Estuary, Beach, Harbour, Coast
Year 3 Year 4	Vegetation, Longitude, Canopy, Deforestation, Latitude, Habitat, Temperate, Tropical, Endangered, Tribe, Globe, English Channel, Tourism, Euros, Compare, Loire River, Boundary, Region, Europe, Mountains, Monsoon, Rupee, Taj Mahal, Asia, Infrastructure, Community, States, Statistics, Arable Land Use Equator, International trade, Vegetation belt, Climate, Landscape, Tourism, Continent, Island, Tropic of Cancer, Tropic of Capricorn, Natural Resources, Fossil Fuels, Wind Energy, Distribution, Minerals, Solar Energy, Sustainable Energy, Renewable Energy, Non-Renewable Energy, Hydro Power Energy, Case Study, Culture, Population, Location, Waterway, Land Mark, Area, Characteristics, Alps, Classify Volcano, Lava, Magma, Active, Dormant, Tectonic Plates, Erupt, Convergent, Divergent, Transform, Northern Hemisphere, Southern Hemisphere, Contrast, Inhabitants, Culture, Maasai Tribe, Desert, Climate Zone, Meanders, River, Finance, Unemployment, Industries, Trade Links, Economic Activity, Fair Trade, Wage, Developing Country, Profit, Retail
Year 5 Year 6	Classify, Region, Union, Trade, Importing, Exporting, Emissions, Government, Council, Distribution, Conservationist, Glacier, National Park, Valley, Sierra-Nevada, Environmental, Sequoia Tree, Vegetation Zone, Granite, Biome, Traditions, Catalonia, Peninsula, Pyrenees mountains, Fertile, Plains, Temperate Climate, Migration, Madrid, Agriculture, Plateau Trend, Retail, Epicentre, Yen, Archipelago, Honshu, Seismometer, Shikoku, Richter Scale, Tokyo, Indigenous, Colonise, Subduction, Topographic, Population distribution / density, Currency, Death Valley, Tundra, Grand Canyon, Time Zone, Erosion, Deposition, Landform, Long Shore Drift, Arch, Bay, Headland, Spit, Stack, Dune Landmass, Land Locked, Populous, Sparsely, Demographic, Indigenous, Conservation, Alpine, Biome, Deforestation, Economy, Source, Tributaries, Delta, Pollution, Basin, Confluence, Ox-bow Lake, Watercourse, Precipitation, Flood Plain, Tsunami, Hydrological Disaster, Geological Disaster, Meteorological Disaster, Drought, Barometer, Hurricane, Green House Effect, Earthquake, Focus