

## Geography Knowledge and Skills Progression

Geography	Skill	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<b>Locational Knowledge</b>					
	<b>G1</b>	I can locate two of the world's seven continents on a world map.	I can locate all of the world's seven continents on a world map.	I can locate some countries in Europe and North and South America using maps.	I can locate more countries in Europe and North and South America using maps.
	<b>G2</b>	I can locate two of the world's oceans (Atlantic and Pacific Ocean on a world map).	I can locate the world's five oceans on a world map.		
	<b>G3</b>	I can show on a map the continent I live in.	I can show on a map the oceans nearest the continent they live in.		
	<b>G4</b>	I can locate the four countries of the United Kingdom on a map.	I can locate the capital cities of the four countries of the UK.  I can locate the surrounding seas and oceans of the UK on a map.	I can locate some major cities of the countries studied.	I can locate major cities of the countries studied.
	<b>G5</b>		I can identify the characteristics (both human and physical) of cities of the UK.	I can locate some key human features in the countries studied.  I can locate some key physical features in the countries studied.	I can locate key physical and human features of the countries studied on a map.
	<b>G6</b>	I can show on a map which country I live in and locate its capital city.	I can show on a map the city, town or village where I live in.		
	<b>G7</b>			I can locate the world's most significant mountain ranges on a world map and identifying any patterns.  I can locate where the world's volcanoes are on a map and identify the 'Ring of Fire'.  I can locate some of the world's most significant rivers and identifying any patterns.	I can identify significant environmental regions on a map.  I can use maps to show the distribution of the world's climate zones, biomes and vegetation belts.
	<b>G8</b>			I can locate some counties in the UK (local to school).	I can locate many counties in the UK.
	<b>G9</b>			I can locate some cities in the UK (local to school).	I can locate many cities in the UK.

	<b>G10</b>			I can identify key physical and human characteristics of counties, cities and geographical regions in the UK.	I can identify key physical and human characteristics of the geographical regions of the UK.
	<b>G11</b>			I can begin to locate the twelve geographical regions of the UK.	I can confidently locate the twelve geographical regions of the UK.
	<b>G12</b>			I can identify how topographical features studied have changed over time using examples.	I can understand how land-use has changed over time using examples.
	<b>G13</b>			I can describe how a locality has changed over time, giving examples of both physical and human features.	I can explain why a locality has changed over time, giving examples of both physical and human features.
	<b>G14</b>			I can find the position of the Equator and describe how this impacts our environmental regions.	I can identify the location of the Prime/Greenwich Meridian and times zones (including day and night) and explain its significance.
	<b>G15</b>			I can find lines of latitude and longitude on a globe and explain why these are important.	I can use longitude and latitude when referencing the location in an atlas or on a globe.
	<b>G16</b>			I can identify the position of the Tropics of Cancer and Capricorn and their significance.	
	<b>G17</b>			I can identify the position of the North and Southern hemispheres and explain how they shape our seasons.	
	<b>G18</b>			I can identify the position of both the Arctic and Antarctic Circle.	

### Place Knowledge

	<b>G19</b>	I can name some key similarities and differences between my local area and a small area of a contrasting non-European country.	I can describe and begin to explain some of the key similarities between my local area and a small area of a contrasting non-European country.	I can describe and begin to explain similarities and differences between two regions studied.	I can describe and explain similarities between two environmental regions studied.
	<b>G20</b>	I can name some key differences between my local area and a small area of a contrasting non-European country.	I can describe and begin to explain some key differences between my local area and a small area of a contrasting non-European country.	I can describe and begin to explain differences between two regions studied.	I can describe and explain differences between two environmental regions studied.
	<b>G21</b>		I can describe what physical features may occur in a hot place in comparison to a cold place.	I can discuss how climates have an impact on trade, land use and settlement.  I can explain what measures humans have taken in order to adapt to survive in cold places.	I can understand how climates impact on trade, land use and settlement.  I can explain how and why humans have responded in different ways to their local environments in two contrasting regions.  I can explain how humans have used desert regions.

	<b>G22</b>			I can describe and explain how people who live in a contrasting physical area may have different lives to people in the UK.	I can use maps to explore wider trading routes.
<b>Human and Physical Geography</b>					
	<b>G23</b>	I can describe how the weather changes with each season of the UK.	I can locate some hot and cold areas of the world on a world map.	I can map and label the seven biomes on a world map	I can describe and understand the key aspects of the six biomes.
	<b>G24</b>	I can describe daily weather patterns in my locality.	I can locate the Equator and North and South Poles on a world map.  I can locate hot and cold areas of the world in relation to the Equator and North and South poles.	I can understand the causes of climate change.	I can describe and understand the key aspects of the six climate zones.  I can understand some of the impacts and causes of climate change.
	<b>G25</b>	I can confidently use the vocabulary 'season' and 'weather'.			
	<b>G26</b>	I can recognise some physical features in locality.	I can describe the key physical features of a coast.	I can describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.  I can describe where volcanoes, earthquakes and mountains are globally.	I can describe and explain the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
	<b>G27</b>	I can recognise some human features in their locality.	I can describe and understand the differences between a city, town and village.  I can describe the key human features of a coastal town.	I can describe how humans use water in a variety of ways.  I can describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	I can give examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.
	<b>G28</b>			I can describe and understand types of settlement and land use.	I can describe and understand economic activity including trade links.
	<b>G29</b>			I can explain why a settlement and community has grown in a particular location.  I can explain why locations have different human features.	I can suggest reasons why the global population has grown significantly in the last 70 years.
	<b>G30</b>			I can explain why people might prefer to live in an urban or rural place.	I can describe the 'push' and 'pull' factors that people may consider when migrating.
<b>G31</b>			I can describe how humans can impact the environment both positively and negatively, using examples.	I can understand the distribution of natural resources both globally and within a specific region or country studied.	

					<p>I can recognise geographical issues affecting people in different places and environments.</p> <p>I can describe how humans can impact the environment both positively and negatively, using examples.</p>
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**Geographical Skills**

	<b>G32</b>	I can use an atlas to locate the UK.	I can recognise why maps need a title.	<p>I can begin to use maps at more than one scale.</p> <p>I can use the scale bar on a map to estimate distances.</p>	<p>I can confidently use and understand maps at more than one scale.</p> <p>I can use the scale bar on a map to calculate distances.</p>
	<b>G33</b>	I can use a map of the UK to locate the four countries.	I can use an atlas to locate the four capital cities of the UK.	<p>I can use atlases, maps, globes, satellite images and begin to use digital mapping to locate countries studied.</p> <p>I can use atlases, maps, globes and begin to use digital mapping to locate some of the physical and human features in the countries studied.</p>	I can use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
	<b>G34</b>	I am beginning to use an atlas to locate the four capital cities of the UK.	I can use a world map to locate all the world's seven continents.	I can find countries and features of countries in an atlas using contents and index.	
	<b>G35</b>	<p>I can use a world map and globe to locate two of the world's seven continents (Europe and Asia).</p> <p>I can use a world map and globe to locate the Atlantic Ocean and Pacific Ocean.</p>	I can use a world map, globe and atlas to locate the world's five oceans.		
	<b>G36</b>	I can use directional language to describe the location of objects in the classroom and playground.	I can use locational language and compass points (N,E,S,W) to describe the location of features on a map.	<p>I can begin to locate features using the 8 points of a compass.</p> <p>I can use 4-figure grid references to locate the features on a map in regions studied.</p>	<p>I can confidently locate features using the 8 points of a compass.</p> <p>I can accurately use 4 and 6-figure grid references to locate features on a map in regions studied.</p>
	<b>G37</b>	<p>I can use directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>I can begin to use compass points (N,E,S,W) to</p>	I can use locational language and the compass points (N,E,S,W) to describe the route on a map.	I can say which directions are N,S,E,W on an OS map.	

		describe the locations of features on a map.			
	<b>G38</b>	I can respond to instructions using directional language.	I can use locational language and compass points (N,E,S,W) to plan a route in the playground or school grounds.		
	<b>G39</b>	I can recognise local landmarks on aerial photographs.	I can recognise landmarks of a city studied on aerial photographs and plan perspectives.	I can label some features of an aerial photograph and then locate these on an OS map of the same locality and scale in the regions studied.	
	<b>G40</b>	I can recognise basic human features on aerial photographs.	I can recognise human features on aerial photographs and plan perspectives.		
	<b>G41</b>	I can recognise basic physical features on aerial photographs.	I can recognise physical features on aerial photographs and plan perspectives.  I can use an aerial photograph to draw a simple sketch map using basic symbols for a key.		
	<b>G42</b>	I can draw free hand maps (of real or imaginary places) using simple pictures.	I can draw a map and use class symbols to make a simple key.		
	<b>G43</b>	I can draw a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.	I can draw a simple sketch map of the playground or school grounds using symbols to represent human and physical features.  I can begin to draw objects to scale.		
	<b>G44</b>	I can add labels to sketch maps.	I can find a given OS symbol on a map with support.		I can confidently use the key on an OS map to name and recognise key physical and human features in the regions studied.  I can recognise an increasing range of OS symbols on maps and locate features using six-figure grid references.
	<b>G45</b>	I can use simple picture maps and plans to move around the school.	I can use a map to follow a prepared route.	I can follow a route on a map with some accuracy.	I can plan a journey to another part of the world using six figure grid references and the eight points of a compass.  I can follow a short pre-prepared route on an OS map.

## Geographical Skills and Framework

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<b>Question</b>	<b>G46</b>	I can ask questions about the world around me.	I can recognise there are different ways to answer a question.	I can begin to choose the best approach to answer an enquiry question.	I can develop my own enquiry questions.  I can choose the best approach to answer an enquiry question.
<b>Observe</b>	<b>G47</b>	I can comment on the features I see in their school and school grounds on a walk around the respective places.	I can discuss the features I see in the area surrounding my school when on a walk.  I can ask and answer simple questions about human and physical features of the area surrounding school grounds.	I can map land use in a small local area using maps and plans.  I can plan for how they wish to collect data to answer an enquiry-based questions, with teacher support.  I can ask and answer one-step and two-step geographical questions.  I can observe, record and name geographical features in my local area.	I can make sketch maps of areas studied including labels and keys where necessary.  I can make an independent or collaborative plan of how they I wish to collect data to answer an enquiry based question.
<b>Measure</b>	<b>G48</b>	I can ask and answer simple questions about the features of my school and school grounds.	I can collect quantitative data through a small data through a small survey of the local area/school to answer an enquiry question.	I can use simple sampling techniques appropriately.  I can make digital recordings for a specific purpose.  I can design a questionnaire/interviews to collect quantitative fieldwork data.	I can select appropriate methods for data collection.  I can design interviews/questionnaires to collect qualitative data.  I can begin to use standard field sampling techniques appropriately.
<b>Record</b>	<b>G49</b>	I can draw some of the features I notice in my school and school grounds in correct relation to each other on a sketch map.	I can classify the features I notice into human and physical with teacher support.  I can take digital photographs of geographical features in my locality.  I can make digital recordings when interviewing someone.	I can take digital photos.  I can make annotated sketches, field drawings and freehand maps to record observations during fieldwork.  I can begin to use simplified Likert Scale to record my judgements of environmental quality.  I can use a questionnaire/interviews to collect qualitative fieldwork data.	I can use GIS to plot data sets onto base maps which can then be analysed.  I can use a simplified Likert Scale to record my judgements of environmental quality.  I can conduct interviews/questionnaires to collect qualitative data.  I can interpret and use real-time/live data.  I can identify and mitigate potential risks during fieldwork.
<b>Present</b>	<b>G50</b>	I can use a simple recording technique to express my feelings about a specific place and explain why I like/dislike some its features.	I can present data in a simple tally chart or pictograms and comment on what the data shows.  I can ask and answer simple questions about data.	I can present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.  I can suggest different ways that a locality could be changed and improved.	I can decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.  I can draw conclusions about an enquiry using findings from fieldwork to support my reasoning.

				<p>I can find answers to geographical questions through data collection.</p> <p>I can analyse and present quantitative data in charts and graphs.</p>	<p>I can evaluate evidence collected and suggest ways to improve this.</p> <p>I can analyse quantitative data in pie charts, line graphs and graphs with two variables.</p>
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