



Clifton Upon-Teme Primary School

Whole School Geography Progression of Skills Document

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Talk about where they live and what they know is in their local area. Talk about places they have visited such as holidays UK or abroad. Use simple maps, drawings or models to represent places they know well. Recognise simple landmarks in stories or pictures (e.g., familiar buildings, natural features).	Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city.	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas and oceans of the UK on a map of this area. Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns. Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Identifying how topographical features studied have changed over time using examples.	Locating some countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. Locating counties in the UK. Locating many cities in the UK Locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features		



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Locational Knowledge			village where they live in relation to their capital city.	Describing how a locality has changed over time, giving examples of both physical and human features. Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.	Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.
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	Locational Knowledge – Vocabulary Progression						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	-home -street -shop -park -school -near -far -visit -holiday -map -landmark -bridge -river -hill -model	• place • continent • country • Europe • England • Scotland • Wales • Northern Ireland • United Kingdom (UK)	• Atlantic Ocean • Indian Ocean • Southern Ocean • Pacific Ocean • Arctic Ocean • London • Edinburgh • Cardiff • Belfast • capital city • Oceania • Equator • North Pole • South Pole • North Sea • English Channel • The Irish Sea	• Tropic of Capricorn • Tropic of Cancer • Northern Hemisphere • climate zones • polar • temperate • arid • tropical • mediterranean • mountains • Earth • settlement • county • region • local • country border	• biomes • savannah • tropical rainforest • temperate deciduous forest • desert	• Great Barrier Reef • The Alps • France • Monaco • Switzerland • Liechtenstein • Austria • Germany • Slovenia • Mojave Desert • Death Valley • Gobi Desert • Oleshky Sands • Sahara Desert • Chihuahuan Desert • Patagonian Desert • Antarctic Polar Desert • Great Victoria Desert • Nevada • Utah • Arizona	• Port of Blyth • Midland, Texas • Glasgow • Liverpool • Bristol • Newcastle • Southampton • Plymouth • Leeds • Singapore • Hong Kong • Bangladesh • Greenland • Iceland • Canada • Oman • Bulgaria



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Place Knowledge	Confidently talk about features of different environments and how they compare. Know about features of their own immediate environment and how they might vary from another (e.g., village walk comparisons). Begin to talk about why environments may differ.	Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country.	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing climates and their impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Use maps to explore wider global trading routes
Human and Physical Geography	Know that some things in the world are man-made and some things are natural.	Describing how the weather changes with each season in the UK Describing the daily weather patterns in their locality.	Locating some hot and cold areas of the world on a world map Locating the Equator and North and South Poles on a world map.	Mapping and labelling the six biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change



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Human and Physical Geography	Continue to talk about weather and seasonal changes with more detail.	Confidently using the vocabulary 'season' and 'weather'. Recognising some physical features in their locality. Recognising some human features in their locality.	Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Describing the key physical features of a coast using subject specific vocabulary. Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary.	Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples.	Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions used in regard to an environmental issue and explaining how this links to climate change Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.		
	Consolidate understanding of seasonal change across the whole year						
Human and Physical Geography - Vocabulary Progression							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	-man-made -material -building -tree -rock -weather -sunny	village town city land lake river ocean sea	Urban Rural pack ice ice sheet arid savannah vegetation grasslands	geothermal energy man-made rock ice shelf drifting ice iceberg wilderness treaty inner core	indigenous peoples deforestation community logging mining vegetation belts forest floor understorey layer	population deciduous forest coniferous trees deciduous trees plastic pollution disposable policy biodegradable	densely populated sparsely populated population density population distribution birth rate death rate natural increase



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	-wind -storm -rain -snow -notice -because	weather season climate port harbour skyscraper metro transport desert	rainforest polar mild temperate habitat aquarium tourist arch bay coast mudflat pier cliff coastline island sand dunes stack	outer core mantle crust tectonic plates plate boundary volcano shield composite active dormant extinct fault block fold linear nucleated dispersed recreational land agricultural land residential land commercial land place of worship monument memorial facilities	canopy layer emergent layer drought buttress roots lianas food miles import export distribution produce consume fertilisers pesticides pollution trade cooperative responsible trade air freight grant allotment irrigation leisure supply condensation evaporation groundwater percolation precipitation transpiration water cycle delta estuary floodplain meander oxbow valley	coral reef marine erosion decompose airstrip national park nature reserve tourist attraction military ranching agriculture desertification flash flood barren sparse mesa mushroom rock natural arch salt flat	migration refugee push factors pull factors voluntary involuntary air pollution noise pollution energy source hydropower wind power solar power nuclear power biofuel non-renewable coal natural gas crude oil emissions ocean tide regenerate fossil fuel voluntary involuntary air pollution noise pollution land mass
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork	Use simple maps, drawings or models to represent places they know well. Draw information from a simple map with growing confidence.	Using an atlas to locate the UK. Using an atlas to locate the four countries in the UK. Using a world map and globe to locate four of the world's seven continents (Europe and Asia) Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using	Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy.		Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose.	



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Geographical Skills and Fieldwork		directional language to follow routes.	describe the route on a map.	Saying which directions are N, S, E, W on an OS map	Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
		Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.	Using a map to follow a prepared route.	Making and using a simple route on a map.	Accurately using four and six-figure grid references to locate features on a map in regions studied.
		Recognising local landmarks on aerial photographs	Recognising landmarks of a city studied on aerial photographs and plan perspectives.	Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied	Confidently locating features using the 8 points of a compass.
		Recognising basic human features on aerial photographs.	Recognising human features on aerial photographs and plan perspectives.	Beginning to choose the best approach to answer an enquiry question.	Following a short pre-prepared route on an OS map
		Recognising basic physical features on aerial photographs.	Recognising physical features on aerial photographs and plan perspectives.	Mapping land use in a small local area using maps and plans.	Identifying the eight compass points on an OS map.
		Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.	Recognising physical features on aerial photographs and plan perspectives.	Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.	Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.
		Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.	Drawing a map and using class agreed symbols to make a simple key.	Asking and answering one-step and two-step geographical questions.	Developing their own enquiry questions.
				Observing, recording, and naming geographical features in their local environments.	Choosing the best approach to answering an enquiry question.
				Using simple sampling techniques appropriately.	Making sketch maps of areas studied including labels and keys where necessary.
				Making digital audio recordings for a specific purpose.	Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
				Designing a questionnaire/interview to collect qualitative fieldwork data.	Selecting appropriate methods for data collection.



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Geographical Skills and Fieldwork		Adding labels to sketch maps. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique	Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key. Recognising there are different ways to answer a question.	Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Collecting quantitative data in charts and graphs. Using a questionnaire/interview to collect qualitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection.	Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.
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Geographical Skills and Fieldwork		to express their feelings about a specific place and explaining why they like/dislike some of its features.	Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical		
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			features in the locality. Making digital audio recordings when interviewing someone. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.				
Geographical Skills and Fieldwork – Vocabulary Progression							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Map Plan Model Route Path Symbol Near Far direction	- aerial view - aerial photograph - distance - location - locate - near - far - left - right - north - east - south - west	- Landmark - sketch map - scale - OS map - sample - tally chart - pictogram - bar chart	- negative/positive effects - climate change - adaptation - tourism - explorer - cross-section - similarity/difference - land use - expedition - magnetic/magnetic field	- benefit/advantage - drawback/disadvantage - process - approximate - greenhouse gas - sustainability - carbon footprint - global warming	- fieldwork - evidence - natural disaster - threat - species - dependent - geology - ecology - ecosystem - atmosphere - human footprint - environment	- impact - landscape - urban planner - digital technologies - conclusion - cartogram - Geographic Information System (GIS) - pie chart - line graph - live data - consideration



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		• features • direction • physical feature • human feature • similar • different • survey • questionnaire • compass • rain gauge • thermometer • temperature • weathervane • globe • atlas • symbol • key	• data collection	• research • intention • destination • evaluate • compare • improvement • index • hemisphere • scale bar • mapping • tilt • four-figure grid reference • plot • eight points of the compass • route	• renewable energy • investigate • interview • method • risk • enquiry • data • analyse • present • quantitative/qualitative data • summarise • interpret • quote • source • sample size • reliability • limitations • open-ended/closed questions • Likert scale • represent • grid square	• comparison • land height • sea level • thematic map • aerial map • digital map • time zone	• annotate • justify • issue • viewpoint • data collection methods • subjective • audience • recommendation • six-figure grid references • contour lines
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