



Progression of skills in Geography
Woolaston Primary School

	Locational	Place	Human and physical
EYFS	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and – when appropriate – maps	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and – when appropriate – maps Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explore the natural world around them, making observations and drawing pictures of animals and plants
Y1/2 Year A	Locating four 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. Beginning to locate 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 countries of the UK. Showing on a map which country they live in and locating its capital city.	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 what physical features may occur in a hot place in comparison to a cold place.	Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. Recognising some physical features in their locality. Recognising some human features in their locality. Describing the key human features of a coastline and how it changes over time using subject specific vocabulary.
Y1/2 Year B	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 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 village where they live in relation to their capital city.	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.	Locating some hot and cold areas of the world on a world map. Locating the Equator, North, and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Describing the key physical features in a local river area using basic geographical vocabulary. Describing the key physical features of a coast line and how it changes over time using subject specific vocabulary. Describing and understanding the differences between a city, town and village.
LKS2 Y3 Y4	Locating some countries in Europe and North and South America using maps. Locating the world's most significant mountain ranges on a world 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. Identifying how topographical features studied have changed over time using examples.	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. Comparing the climate in a studied region of the UK with that of a region of Europe and discussing how both climates have an impact on trade, land use and settlement.	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. Mapping and labeling the seven biomes on a world map. Understanding how biomes are changing in relation to climate.



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	<p>Describing how a locality has changed over time, giving examples of both physical and human features.</p> <p>Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school).</p> <p>Locating some major cities of the countries studied.</p> <p>Locating some key physical features in countries studied on a map including significant environmental regions.</p> <p>Locating some key human features in countries studied.</p> <p>Beginning to locate the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of geographical regions in the UK.</p> <p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Finding lines of latitude and longitude on a globe and explaining why these are important</p> <p>. Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</p> <p>Identifying the position and significance of both the Arctic and Antarctic Circle.</p>	<p>Explaining what measures humans have taken in order to adapt to survive in cold places.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p>	<p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> <p>Describing how humans use water in a variety of ways.</p>
<p>UKS2</p> <p>Y5</p> <p>Y6</p>	<p>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p> <p>Locating many counties in the UK.</p> <p>Locating many cities in the UK.</p> <p>Confidently locating the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Understanding how land-use has changed over time using examples.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p>Locating more countries in Europe and North and South America using maps.</p> <p>Locating major cities of the countries studied.</p> <p>Locating key physical features in countries studied on a map .</p> <p>Locating key human features in countries studied.</p> <p>Identifying significant environmental regions on a map.</p> <p>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</p>	<p>Describing and explaining similarities between two regions studied.</p> <p>Describing and explaining differences between two regions studied.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Comparing the climate studied in a region of the UK with that of a region of North and South America and discussing how both climates have an impact on trade, land use and settlement.</p> <p>Explaining what measures humans have taken in order to adapt to survive in hot places.</p> <p>Using maps to explore wider global trading routes.</p>	<p>Describing and understanding the key aspects of the seven biomes.</p> <p>Describing and understanding the key aspects of the six climate zones.</p> <p>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the seven biomes, climate and weather.</p> <p>Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.</p> <p>Describing and understanding economic activity including trade links.</p> <p>Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>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.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p>

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Enquiry cycle skills progression through fieldwork and observations

	Observe	Measure	Record	Present
Y1/2 A	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 to express their feelings about a specific place and explaining why they like/dislike some of its features.
Y1/2 B	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 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.
Y3	Mapping land use in a small local area using sketch maps and plans.	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose.	Taking digital photos and labeling or captioning them.	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.
Y4	Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	Designing a questionnaire / interviews to collect quantitative fieldwork data.	Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Drawing simple maps and plans to scale (e.g 1m = 1 square) Using a simplified Likert Scale to record their judgements of environmental quality. Collecting quantitative data in charts and graphs. Using a questionnaire / interviews to collect quantitative fieldwork data.	Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.
Y5	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Using standard field sampling techniques appropriately.	Using GIS (Geographical Information Systems) that allows pupils to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Collecting quantitative data in pie charts, line graphs and graphs with two variables. Conducting interviews/ questionnaires to collect quantitative 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 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.
Y6				