

CREETING ST MARY CofE SCHOOL

Progression of Geography Skills

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Knowledge	Name the four seasons and describe typical weather for each		Locate the Mediterranean and explain why it is a popular holiday destination	Name a number of countries in the northern hemisphere	Describe how volcanoes and earthquakes are created	
	Identify hot and cold areas around the world – think about clothes they might wear	Location of hot and cold areas of the world in relation to the equator and the North and South Pole	Plan a journey to a place in the UK (Ipswich)	Sequence and explain the water cycle	Plan a journey to another part of the world	
	Name the four countries of the UK	Name and locate the world's 7 continents and 5 oceans	Know the countries that make up the EU	Know the difference between the British Isles, Great Britain and the UK	Explain how time zones work	Explain how human geographical features are controlled and impacted by physical geographical features making locations distinct
	Name some of the main towns and cities of the UK			Name the rivers and mountains of the UK		
		Understand geographical similarities and differences studying human and physical geography of a small area of UK contrast with a nonEuropean country	Understand how human and physical geographical features make locations distinct	Understand how human and physical geographical features make locations distinct	Explain how human geographical features are controlled and impacted by physical geographical features making locations distinct	
	Use vocabulary to describe features of an area – hill, road, coastline	Use vocabulary to describe features of locations – valley, hill, road, coastline, woods, village, farmland	To describe route and direction – 8 compass points e.g. N, S, E, W, NE, NW, SE, SW	To describe route and direction linking N/S/E/W with degrees of a compass	To describe route and direction, location linking 8 compass points to degrees on a compass	To describe route and direction, location linking 16 compass points to degrees on a compass

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Geographical Language		Local, near, far, town, city, country, ocean, continent, equator, North/South Pole	Use appropriate geographical vocabulary to talk about human/physical features of the topic studied e.g. river, meander, flood plain, industry, transport	Use appropriate geographical vocabulary to talk about human/physical features of the topic studied – contour/height/valley	Use appropriate geographical vocabulary to talk about human/physical features of the topic studied e.g. river – erosion, deposition, transportation, coasts – long shore drift, headland	Use appropriate geographical vocabulary to talk about human/physical features of the topic studied e.g. settlement -urban, rural, land use, sustainability; rivers – confluence, tributary
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Geographical Enquiry	Consider geographical questions – what is it like to live in a place like this?	Consider geographical questions – where is this place? what is it like? How has it changed?	Ask geographical questions: where is this location? What do you think about it?	Ask questions – what is this landscape like? What will it be like in the future?	Ask questions – what is this landscape like? How has it changed? What made it change? How is it changing?	Ask questions – what is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed?
	Express own views about a place, people, environment	Express own views about a place, people, environment, location. Give reasons for likes, dislikes and preferences	Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population	Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, maps	Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperatures of various locations – influence on people/everyday life	Analyse evidence and draw conclusions e.g. from fieldwork data on land use comparing and use/temperature. Look at patterns and explain reasons behind it

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	Recognise how places have become the way they are e.g. shops (patterns and processes)	Recognise how places have become the way they are e.g. shops (patterns and processes)	Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate.	Identify and explain different views of people including themselves	Identify and explain different views of people including themselves. Design and use questionnaires to obtain views of community on a subject	Identify and explain different views of people including themselves. Give increased detail of views, justification – detailed reasons influencing views
	Observe and record e.g. identify buildings on a street – memory maps	Observe and record e.g. sketches, diagrams, ICT	Hold geographical debates on issues through drama role play			
	Communicate in different ways e.g. pictures/pictograms/simple maps/sketches/labelled diagrams	Communicate in different ways e.g. pictures, writing, charts	Collect and record evidence: e.g. construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (elearning atlases)	Collect and record evidence: e.g. show questionnaire results in simple chart, colour coded maps which demonstrate patterns	Collect and record evidence: e.g. conduct a land use survey, categorise codes	Collect and record evidence: e.g. record measurement of river width, depth, velocity
			Communicate in ways appropriate to task and audience creating a sense of place e.g. use questionnaires, charts, graphs to show results, write to a local paper	Communicate in ways appropriate to task and audience	Communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/new	Communicate in ways appropriate to task and audience e.g. use email to exchange information with another school about locality
Theme	Locality – Creeting St Mary	UK Locality that contrasts with Creeting St Mary - Felixstowe	Comparison of UK location with EU – Norfolk coast /Greek Island – weather, environment, environmental change and sustainability	Mountains and Rivers - in the EU the ALPS – water and the effects on the environment, settlement, environmental change and sustainability	Earthquakes and Volcanoes – North America, California and Hawaii. Effects on the environment, settlement, environmental change, sustainability	Comparison with another UK region – Herefordshire and Suffolk . Physical and human features, effects on environment, environmental change, settlement and sustainability
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	Weather – seasons	Weather – around the world	Field work studies Ipswich	Mapwork skills	Field work studies Ipswich	Mapwork skills – OS map reading
	The UK	The World				

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		Non-EU – The Amazon				
Fieldwork – use of techniques	Use simple field sketches	Use simple field sketches	Use of more detailed field sketches and diagrams	Use of more detailed field sketches and diagrams	Field sketches should show understanding of pattern, movement, change	Field sketches should show understanding of pattern, movement, change
	Use a camera	Use a camera				
Map and atlas work	Make simple maps and plans	Compare two settlements	Draw maps more accurately, plan view	Draw accurate map –	Draw in scale - accurately	Locate information/place with speed and accuracy
	Explore maps of the local area	Use globes, maps and plans at a range of scales	Use keys accurately	develop more complex key	Locate information/place with speed and accuracy	Use key to make deductions about landscape/industry/features etc
		Use content/index to locate country/draw information from a map	Use content/index to locate page quickly and accurately	Use content/index to locate position of location including page/coordinates	Use key to make deduction about landscape/industry/feature etc	