

Progression in Geography Skills

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical language	geographical language to describe feature or location e.g hill/local/a road/coastline/ woods	geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland	to describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/plain/location/ industry/transport	to describe route and direction linking N/S/E/W with degrees on the compass link words to topic/theme e.g. contour/height/ valley	to describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ headland	describe route, direction, location 16 points on compass to degrees on compass link words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary
Enquiry (builds on questions from previous years)	ask geographical questions e.g. what is it like to live in this place?	ask 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 detailed reasons to support own likes, dislikes, 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: temperature of various locations – influence on people/ everyday life	analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it
	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 hold geographical issues through drama role play e.g. recycling	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 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 in different ways eg. sketches, diagrams, ICT	collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)	collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns	collect and record evidence. conduct a land use survey categorise codes	collect and record evidence record measurement of river width/ depth/ velocity

	communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams	communicate in different ways –pictures, writing, charts	communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to 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 about locality with another school
Theme	locality Peterborough Fieldwork	UK locality that contrasts with Peterborough	weather, environment, environmental change, sustainability	e.g. water and the effects on the environment, settlement, environmental change, sustainability	e.g. water and effects on the environment, settlement, environmental change, sustainability	e.g. water and effects on the environment, settlement, environmental change, sustainability
Fieldwork: where, why? Use fieldwork techniques	use simple field sketches use a camera	use simple field sketches and diagrams, use a camera	use more detailed field sketches and diagrams		field sketches should show understanding of pattern/ movement/ change	field sketches should show understanding of pattern/ movement/ change
Map work/ atlas work	make simple maps and plans explore maps of the local area	compare two settlements use globes, maps, plans at a range of scales use content/index to locate country/draw information from a map	draw maps more accurately plan view (from above) use key accurately use contents/index to locate page quickly and accurately (ICT)	draw accurate map – develop more complex key use contents/index to locate position of location including page/coordinates	draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.	locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.