

# Inspire Education Trust

## Geography Progression of Skills

National Curriculum Reference for KS1	Geographical Enquiry	Geographical Skills and Fieldwork	Location & Place Knowledge	Human & Physical Geography	Sustainability
<h3>Year 1</h3>	<ul style="list-style-type: none"> <li>Identify and describe features in the local environment e.g. house, church, shop</li> <li>Use photographs and pictures to locate places in the environment</li> <li>Talk about the local environment</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and describe features of the local environment from photographs and leaflets</li> <li>Label photographs and pictures of the local environment e.g. church, river etc.</li> <li>Use simple aerial photographs to identify landmarks and basic human &amp; physical features</li> <li>Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map</li> <li>Use world maps, atlases and globes to identify the UK and its countries</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and describe people and places in the local area</li> <li>Talk about similarities and differences between places e.g. the school playground and the local park</li> <li>Talk about different ways to travel e.g. on foot, by car, train, bus etc.</li> <li>Name and locate the four countries and capital cities of the UK and the surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, weather</li> <li>Use simple geographical words to describe human features, e.g. city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the things I like and don't like about the local environment</li> <li>Talk about what people do in the local environment</li> </ul>
<h3>Year 2</h3>	<ul style="list-style-type: none"> <li>Name and describe physical and human features in the local environment</li> <li>Use photographs and simple street plans to find places in the local environment</li> <li>Talk about features of the local environment that are liked and disliked</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a small local study e.g. traffic, litter, land use</li> <li>Identify geographical features on a large-scale map</li> <li>Create a simple map of a familiar location using symbols and a simple key to represent landmarks</li> <li>Use simple compass directions (NESW) to describe the location of features on a map</li> <li>Use world maps, atlases and globes to identify world countries, continents and oceans</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and describe key features of the local area</li> <li>Describe and compare features of known localities</li> <li>Talk about and describe a contrasting locality in the UK</li> <li>Name and locate the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the seasons and the changes that take place in Spring, Summer, Autumn and Winter in the UK</li> <li>Talk about and describe the features of landmarks within the locality</li> <li>Identify and describe patterns and changes within the local environment</li> </ul>	<ul style="list-style-type: none"> <li>Express thoughts and views about a locality</li> <li>Talk about how people can affect the environment they live in</li> </ul>

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# Geography Progression of Skills

National Curriculum Reference for KS2	Geographical Enquiry	Geographical Skills and Fieldwork	Location & Place Knowledge	Human & Physical Geography	Sustainability
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Sort, group and compare physical and human features in the local environment</li> <li>Use maps and simple street plans to locate places and features in the locality and further afield</li> <li>Talk about and compare features of the local environment</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a small local study e.g. traffic, litter, land use</li> <li>Identify a range of geographical features on maps</li> <li>Create a simple map of a familiar location using symbols and a simple key to represent landmarks</li> <li>Use the eight points of a compass to describe the location of features and routes on a map</li> <li>Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and compare features of the local area</li> <li>Compare features of localities, giving reasons for their similarities and differences</li> <li>Compare and contrast localities in the UK</li> <li>Compare and contrast the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Talk about and describe the function of features and landmarks within a locality</li> <li>Describe and compare patterns and changes within the local environment</li> </ul>	<ul style="list-style-type: none"> <li>Give reasons for thoughts and views about a locality</li> <li>Talk about and describe how people try to improve and sustain their environment</li> <li>Give reasons for local environmental issues</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Ask and respond to simple geographical questions using an increasing range of secondary sources and first-hand enquiry e.g. surveys</li> <li>Present findings using a range of simple graphs and charts</li> <li>Talk about evidence and draw simple conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple fieldwork, using simple equipment e.g. compass, map, camera</li> <li>Use simple geographical vocabulary e.g. country, city, climate, landscape</li> <li>Follow a route on a map from a familiar location within the local environment to another location using 4-figure grid referencing and /or eight points of a compass</li> <li>Plan and follow a route using an OS map</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and describe features of localities beyond the local area including a region within the UK</li> <li>Describe and compare contrasting locations within and beyond the UK</li> <li>Suggest reasons for the location of towns and settlements in a particular place – next to a river, on a hill top</li> <li>Identify physical and human features within a local study</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of simple human processes e.g. types of settlement and land use</li> <li>Identify simple geographical patterns e.g. shops / restaurants along a street</li> <li>Identify and describe the way in which physical and human processes can change the features of a locality</li> </ul>	<ul style="list-style-type: none"> <li>Justify reasons, thoughts and views with factual information</li> <li>Provide factual evidence to support ways in which people can improve and sustain the environment</li> <li>Use a range of sources of evidence to support environmental issues</li> </ul>

		<ul style="list-style-type: none"> <li>Use world maps, atlases and globes and digital/computer mapping to locate towns and cities in the UK</li> </ul>	<ul style="list-style-type: none"> <li>and how they have changed over time</li> <li>Identify the Northern and Southern Hemispheres and the Arctic and Antarctic circles</li> </ul>		
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Respond to challenging geographical questions by planning a range of tasks in order to find the answers</li> <li>Use primary and secondary sources to find information about the range of localities</li> <li>Present findings and statistical information in a range of different ways e.g. line graphs and pie charts</li> <li>Present reasoned conclusions when presenting findings</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of equipment and maps to conduct fieldwork tasks</li> <li>Communicate findings using geographical terms e.g. location, land use and settlement</li> <li>Map a route to another location in the UK using 6-figure grid referencing</li> <li>Create maps of the local environment and beyond using conventional symbols, a key and 4-figure grid referencing</li> <li>Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and describe a range of cities and countries around the world, including a region in a European country</li> <li>Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence</li> <li>Identify physical and human features that have contributed towards the change and development of a locality</li> <li>Talk about the way in which the physical location can determine the growth of a settlement or industry</li> <li>Identify the Equator and the Tropics of Cancer and Capricorn</li> </ul>	<ul style="list-style-type: none"> <li>Identify an increasing range of simple physical processes e.g. rivers, mountains, volcanoes and earthquakes</li> <li>Identify an increasing range of human processes e.g. economic activity including trade links</li> <li>Given simple explanations for the location of human and physical features within a locality</li> <li>Recognise and describe a wide range of geographical patterns</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and give reasons for own and others' views about changes in the environment</li> <li>Talk about and describe how peoples' actions can damage and improve the environment</li> <li>Talk about and describe reasons for global environmental issues</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Set own challenging questions when investigating geographical features and issues</li> <li>Select appropriate sources of primary and secondary information to support investigation</li> <li>Select an appropriate way in which to present statistical information and findings</li> <li>Ensure that conclusions make accurate reference to the evidence presented</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of equipment and maps to conduct independent fieldwork</li> <li>Communicate findings using complex terminology e.g. erosion, delta and meander</li> <li>Locate a city in the UK using 6-figure grid referencing, map a route to other locations in Europe and beyond</li> <li>Plot a series of points along a route and use the scale to calculate the distance</li> <li>Create maps of the local environment and beyond using different scales and 6-figure grid referencing</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and compare a wide range of locations, countries and continents around the world including a region within North or South America</li> <li>Support reasons for the physical and human features of a location with factual evidence</li> <li>Suggest ways in which a location might develop and change in the future based on factual information</li> <li>Identify and describe the links and relationships that connect localities both within and beyond the UK</li> <li>Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of physical processes e.g. vegetation belts and the water cycle</li> <li>Identify a range of human processes e.g., distribution of natural resources including energy, food, minerals and water</li> <li>Identify and describe in detail the impact of change on the lives of people in a given locality</li> <li>Compare and contrast an increasing range of geographical patterns</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe the different views that people may hold when changes are made to the environment</li> <li>Talk about and describe the ways in which groups try to manage an environment's sustainability</li> <li>Describe how decisions made about places and environments can impact on the lives of people who live there</li> </ul>

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