



'Let your light shine... as you grow'

Subject Leader Skills Progression	
Subject: Geography	Subject Leader: Louise Robinson

Focus intent for all year groups:

- Develop contextual knowledge of the location of significant places, identifying their defining physical and human characteristics and applying these to a geographical context.
- Understanding the processes that have produced key physical and human features of the world and how they bring about spatial variation and can/have changed over time.
- Geographical skills development: collect, analyse and communicate data gathered fieldwork, interpret sources of geographical info (maps, diagrams, globes, aerial photos and Geographical Information Systems), communicate geographical info in a variety of ways – maps, numerical and quantitative skills and writing at length.

An EYFS Geographer - through the curriculum area called 'People, Culture and Communities'

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- 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;
- 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.

A Year 1 Geographer	A Year 2 Geographer	A Year 3 Geographer
<p>Key Themes (can be split over three terms): <u>Settlement, Tourism, Coasts</u></p> <ul style="list-style-type: none"> • I can make oral descriptions from simple observations. • I can begin to ask questions, e.g. what is it like to live in this place? • I can communicate verbally and through drama, pictures, sketches and maps. • I can use simple geographical vocab including those for physical and human features (see separate vocab progression document). • I can carry out simple teacher led investigations such as identifying types of buildings in their locality (link to History – Shops) • I can use maps to talk about everyday life, for example where I live, where places are in my locality. 	<p>Key Themes (can be split over three terms): <u>Transport, Seasons, Weather</u></p> <ul style="list-style-type: none"> • I can respond to questions like what/where? • I can begin the use of technology to communicate, voice recorders, cameras and computers. • I can develop geographical vocabulary (see separate vocab progression doc) • I can complete fieldwork in the school locality, e.g. create a chart, record information on a school plan. • I can identify seasonal and daily weather patterns in the UK • I can locate and identify characteristics of the four countries and capital cities of the UK and the surrounding seas. • I can use globes, atlases and maps. 	<p>Key Themes (can be split over two terms): <u>Biomes, Land Use</u></p> <ul style="list-style-type: none"> • I can express my opinions: describe features and places. • I can use observations to respond to questions. • I can start to communicate in writing, expanding through a range of genres. • I can make and use simple route maps. • I can use maps at more than one scale. • I can give maps a title to show their purpose. • I can develop geographical vocabulary (see separate vocab progression doc) • I can carry out a simple questionnaire or use pre-determined questions to help collect and record. • I can identify hot and cold areas of the world in relation to the equator, north and south poles.



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<ul style="list-style-type: none"> ● I can make simple observations about key human and physical features, simple sketches and digital technologies. ● I can name and locate the world's seven continents and five oceans using globes, atlases and maps. ● I can understand geographical similarities and differences through studying human and physical geography of the UK and a contrasting non-European country. ● I can start to make simple pictorial maps and use basic symbols in a key. ● I can use simple compass directions (N, S, E and W) to describe location of features and routes of a map. ● I can use a range of given secondary sources – texts, images, aerial photos, stories, videos etc. I can find information on aerial photographs. ● I can follow a route on a prepared map. ● I understand maps give us information about the world. ● I can use symbols on maps (own and class agreed) and that they have meaning. 	<ul style="list-style-type: none"> ● I can use simple compass directions (N, S, E and W) and locational and directional language (near, far; left, right) to describe location of features and routes of a map. ● I can start to make simple pictorial maps and plans and use and construct basic symbols in a key. ● I can recognise simple features on maps, such as buildings, roads, fields and woods. ● I can find a given OS symbol on a map with support I am beginning to recognise why maps need a key. ● I can use a range of given secondary sources – texts, images, aerial photos, stories, videos etc. 	<ul style="list-style-type: none"> ● I can locate world's countries (Europe, Russia, North and South America etc) and can identify key physical and human characteristics. ● I can start to look at a range of scales used in maps. ● I can use simple letter and number coordinates. ● I can draw maps including key and scale. ● I can use the zoom function on digital maps to locate places and explore at different scales. ● I can use atlases and maps to find places and make deductions about landscape, industry, features etc. ● I can develop use of secondary sources, use them to ask and respond to questions. ● I can use satellite images, GIS and VR to explore distant locations.
<p>A Year 4 Geographer</p>	<p>A Year 5 Geographer</p>	<p>A Year 6 Geographer</p>
<p>Key Themes (can be split over two terms): <u>Rivers/Water Cycle, Lifestyle/Culture</u></p> <ul style="list-style-type: none"> ● I can use sources of evidence to respond to a range of questions. ● I can describe and offer explanations and reasons ● I can explain what places are like using maps at a local scale. ● I recognise that contours show height and slope. ● I can use geographical vocabulary (see separate vocab progression doc) 	<p>Key Themes (can be split over two terms):, <u>Mountains, Sustainability/Resources</u></p> <ul style="list-style-type: none"> ● I can consider and explain my own and others' views about topical issues. ● I can ask questions to enable opinion to be voiced such as 'what do I think about...?' ● I can recognise and describe patterns. ● I can use precise geographical vocabulary (see separate vocab progression doc) 	<p>Key Themes (can be split over two terms): <u>Natural Disasters, Economic Activity/Trade</u></p> <ul style="list-style-type: none"> ● I can draw on knowledge and understanding to suggest 'what if...?', 'How could...?', 'Why might...?' style questions. ● I can begin to suggest relevant geographical questions and issues: recognise and explore patterns and processes. ● I can suggest plausible conclusions, decisions.



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- I can use simple equipment and instruments to measure and record e.g. river experiment
- I can develop field sketching skills complete with annotation.
- I can name and locate countries and cities of the UK, geographical regions and identify key characteristics.
- I can describe key physical features (river, mountain, beach etc.) and key human features (city, harbour, industry).
- I can identify their position and significance of latitude, longitude, Equator and key geographical terms.
- I can use more complex letter and number coordinates.
- I can draw maps and plans at a range of scales and from different perspectives e.g. birds' eye, oblique, vertical up, linear.
- I can use OS maps at different scales.
- I can develop use of secondary sources, use them to ask and respond to questions.
- I can use satellite images, GIS and VR to explore distant locations.

- I can carry out a fieldwork survey and present results e.g. graphs, maps.
- I can understand geographical similarities and differences through the study of human and physical geography.
- I can question and challenge stereotypes, unfair distribution of resources, opportunity and wealth.
- I can use four figure grid references.
- I can use the eight points of a compass.
- I can relate maps to each other and to aerial photographs.
- I can use OS symbols.
- I can use thematic maps to gather information.
- I can gather data for use as a primary source.
- I can select and use a wider variety of primary and secondary sources.

- I can describe and explain processes e.g. features caused by river erosion and possible extrapolation.
- I can use precise geographical vocabulary (see separate vocab progression doc)
- I am able to describe and start to explain geographical processes using the correct terminology.
- I can draw own detailed sketch maps and field sketches with annotations of pattern, process and change.
- I can analyse field data through graphing etc.
- I can consider, connect and analyse different viewpoints, perspectives and approaches to aid decision making.
- I can describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts, rivers etc.) and human geography (types of settlement, land use, economic activity, distribution of natural resources etc.).
- I can select and create appropriate map resources to find and show detailed information.
- I can start to use six figure grid references.
- I can use computer/digital mapping applications.
- I can gather data for use as a primary source.
- I can select and use a wider variety of primary and secondary sources.