



Progression of Skills and Knowledge: Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<p>I can ask and respond to simple closed questions.</p> <p>I can use information/books/pictures as sources of information.</p> <p>I can make observations about where things are e.g. within school or local area.</p>	<p>I can ask simple geographical questions; Where is it? What's it like?</p> <p>I can use stories, maps, pictures/aerial photos and internet as sources of information.</p> <p>I can investigate my surroundings.</p> <p>I can make appropriate observations about why things happen.</p>	<p>I can begin to ask/initiate geographical questions.</p> <p>I can use stories, atlases, aerial photos and internet as sources of information.</p> <p>I can investigate places and themes at more than one scale.</p> <p>I can start to collect and record evidence.</p> <p>I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos, pictures and temperatures in different locations.</p>	<p>I can ask and respond to questions and offer my own ideas.</p> <p>I can use atlases, maps, satellite images and aerial photographs as sources of information.</p> <p>I can investigate places and themes at more than one scale.</p> <p>I can collect and record evidence with some aid.</p> <p>I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</p>	<p>I can begin to suggest questions for investigating.</p> <p>I can begin to use primary and secondary sources of evidence in my investigations.</p> <p>I can begin to investigate places with more emphasis on the larger scale, contrasting and distant places.</p> <p>I can collect and record evidence unaided.</p> <p>I can compare, analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life/natural disasters.</p>	<p>I can suggest questions for investigating.</p> <p>I can use primary and secondary sources of evidence in my investigations.</p> <p>I can investigate places with more emphasis on the larger scale, contrasting and distant places.</p> <p>I can collect and record evidence unaided.</p> <p>I can analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, looking at patterns and the reasons for this.</p>
Place knowledge	I can explain geographical similarities	I can explain geographical similarities	I can explain some geographical similarities	I can explain some geographical similarities	I can understand geographical similarities	I can understand geographical similarities



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	and differences between a small area in the United Kingdom compared to a small area in a contrasting non-European country.	and differences between the UK and the Arctic.	and differences through the study of human geography of a region in the UK and a region in a European country. I can explain some geographical similarities and differences through the study of physical geography of region in the UK and a region in a European country.	and differences through the study of human geography of a region of Brazil in South America and another rainforest country. I can explain some geographical similarities and differences through the study of physical geography of a region of Brazil in South America and another rainforest location.	and differences between North America and Edinburgh in Scotland (Arthur's seat)	and differences between North America and South America and a region in a European country.
Human and Physical Geography	<p>I can keep a weather chart and answer questions about the weather.</p> <p>I can make plausible predictions about what the weather may be like later in the day or tomorrow.</p> <p>I can identify seasonal and daily weather patterns in the UK.</p>	<p>I can describe key physical features of a place using words like: mountain, forest, hill, valley, coast, cliff and vegetation.</p> <p>.</p> <p>I can explain the main features of hot and cold places.</p> <p>I can identify hot and cold areas of the world in relation to the</p>	<p>I can use geographical words to describe the place and things that happen in the UK and a European Country.</p> <p>I can explain why a locality has certain physical features including rivers, mountains and a specific biome s woodlands.</p> <p>I can explain why a locality has certain human features including</p>	<p>I can explain how a locality has changed over time with reference to physical features.</p> <p>I can accurately measure and collect information for example: rainfall, wind speed, noise level and temperature and compare it with the climate in rainforests.</p> <p>I can explain how people are trying to</p>	<p>I can describe how volcanoes are created.</p> <p>I can describe how earthquakes are created.</p> <p>I can explain how people's lives vary due to the weather.</p> <p>I can report ways in which humans have both impacted and damaged environments.</p>	<p>I can explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p>I can describe and explain why some places are similar and some are different in regards to their physical features including biomes, vegetation belts and climate zones.</p> <p>I can give an extended description of human</p>



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<p>I can explain what I might wear if I lived in a very hot or very cold country.</p> <p>I can name key human features related to a town or village e.g. factory, city, town, port, house, village, farm, office, harbour, shop.</p> <p>I can name key physical features, including soil, weather, season, sea, beach, ocean, river.</p> <p>I can name a few human and physical features of our school and its grounds.</p>	<p>Equator and the North and South poles.</p> <p>I can make simple comparisons between features of different places.</p> <p>I recognise that people can make an area better as well as spoil an area by the actions they take.</p> <p>I can name key human and physical features of our school, its grounds and the surrounding environment by using simple fieldwork and observational skills.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>types of settlement and land use.</p> <p>I can explain why many cities of the world are located next to rivers.</p>	<p>manage a rainforest environment due to the negative impact human actions have had.</p> <p>I can describe and understand the distribution of natural resources from a rainforest including medicines, food (chocolate), oil etc.</p> <p>I can explain how the natural resources available from the rainforest create trade links with other countries.</p> <p>I can explain why a locality has certain physical features based on the climate zone it is in and how this creates a specific biome - rainforest.</p> <p>I can describe and explain the water cycle.</p>	<p>I can recognise the climate for a country according to its location on a map.</p> <p>I can describe and understand how mountains are formed.</p> <p>I can understand human geography and compare types of settlement in land use in Edinburgh, Scotland compared to a small volcanic area in North America.</p>	<p>features (types of settlement and land use) of different places around the world. I can explain in detail the reason why these human features are located where they are.</p> <p>I can use maps, aerial photos and web resources to describe what a locality might be like now compared to when Amelia Earhart took her journey.</p>
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<p>Direction / Location</p>	<p>I can follow directions (up/down, left/right, forwards/backwards, near/far) to describe location of features and routes on a map.</p>	<p>I can follow simple compass instruction directions: North, South, East and West.</p> <p>I can describe how to get to the features on a map or tell someone how to follow routes on a map by using North, South, East and West.</p>	<p>I can use 4 compass points to follow/give directions when using a map and tell someone the direction in which to go from a map.</p> <p>I can use letter/number co-ordinates to locate features on a map.</p>	<p>I can use 4 compass points well to follow and give directions when using a map.</p> <p>I can begin to use 8 compass points.</p> <p>I can begin to use 4 figure grid references to locate features on a map.</p>	<p>I can use 8 compass points.</p> <p>I can accurately use four figure grid references on a map.</p>	<p>I can use 8 compass points confidently and accurately.</p> <p>I can use 4 figure co-ordinates confidently to locate features on a map.</p> <p>I can use 6 figure grid references and use latitude and longitude on atlas maps.</p>
<p>Drawing maps</p>	<p>I can draw picture maps of imaginary places and from stories.</p>	<p>I can draw a map of our school e.g. add detail to a sketch map from an aerial photograph or plan perspectives.</p>	<p>I can draw a map of a short route experienced in our local area, with features (physical and human) in the correct order.</p> <p>I can try to make a simple scale drawing.</p>	<p>I can make a map of a short route experienced, with features in the correct order.</p> <p>I can make a simple scale drawing.</p>	<p>I can begin to draw a variety of thematic maps based on my own data.</p>	<p>I can draw a variety of thematic maps based on my own data.</p> <p>I can begin to draw plans of increasing complexity.</p>
<p>Representation</p>	<p>I can use my own symbols to create an imaginary map.</p>	<p>I can use class agreed symbols to make a simple key.</p>	<p>I can recognise a key and know why a key is needed.</p> <p>I can recognise and use some simple OS symbols.</p>	<p>I can explain clearly why a key is needed and use this accurately when drawing a map.</p> <p>I can begin to recognise symbols on an OS map.</p>	<p>I can draw a sketch map using symbols and a key.</p> <p>I can use and recognise OS map symbols.</p>	<p>I can use and recognise OS map symbols.</p> <p>I can use atlas symbols.</p>



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<p>Using maps</p>	<p>I can use a simple picture map to move around the school and recognise that the map is about a place.</p>	<p>I can follow a route on a map.</p> <p>I can use an infant atlas, globe and world maps to locate places.</p>	<p>I can locate places on larger scale maps e.g. map of Europe.</p> <p>I can follow a route on a map with some accuracy (e.g. whilst orienteering).</p>	<p>I can locate places on large scale maps e.g. find UK or India on globe.</p> <p>I can follow a route on a large scale map.</p>	<p>I can compare maps with aerial photographs/ digital mapping and from this describe features studied.</p> <p>I can select a map for a specific purpose (e.g. pick an atlas to find Taiwan, an OS map to find a local village).</p> <p>I can use atlases to find out about other features of places (e.g. find wettest part of the world).</p>	<p>I can follow a short route on an OS map.</p> <p>I can describe features shown on OS map.</p> <p>I can locate places on a world map including countries that make links with Europe, including Russia and countries and cities with similar biomes, trade links etc.</p> <p>I can use atlases to find out about other features of places (e.g. climate zones, vegetation belts, biomes).</p>
<p>Scale/distance</p>	<p>I can use relative vocabulary e.g. bigger/smaller, like/dislike.</p>	<p>I can start to spatially match places (e.g. recognise UK on a small scale and larger scale map).</p>	<p>I can begin to match boundaries (e.g. find the same boundary of a country on different scale maps).</p>	<p>I can begin to match boundaries (e.g. find the same boundary of a country on different scale maps).</p>	<p>I can measure straight line distance on a plan.</p> <p>I can find/recognise places on maps of different scales e.g. volcanoes/mountain ranges.</p>	<p>I can use a scale to measure distances.</p> <p>I can draw and use maps and plans at a range of scales.</p>



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<i>Perspective</i>	<i>I can draw around objects to make a plan.</i>	<i>I can look down on objects to make a plan view map.</i>	<i>I can begin to draw a sketch map from a high view point.</i>	<i>I can draw a sketch map from a high view point.</i>	<i>I can draw a plan view map with some accuracy.</i>	<i>I can draw a plan view map accurately.</i>
<i>Locational knowledge</i>	<p><i>I can name and locate the four countries and capital cities which make up the United Kingdom.</i></p> <p><i>I can identify characteristics of the four countries and capital cities of the United Kingdom.</i></p> <p><i>I can name the surrounding seas of the United Kingdom.</i></p> <p><i>I can locate where I live on a map of the UK,</i></p>	<p><i>I can name the seven continents of the world and find them in an atlas or on a globe.</i></p> <p><i>I can name the world's five oceans and find them in an atlas or on a globe.</i></p>	<p><i>I can name and locate some of the main towns and counties in the United Kingdom.</i></p> <p><i>I can recognise land use patterns in my local area and wider in localities in the United Kingdom and Europe.</i></p> <p><i>I can recognise how land use has changed over time in my local area.</i></p> <p><i>I can name and locate capital cities of neighbouring European countries.</i></p> <p><i>I can name the two largest seas around Europe.</i></p> <p><i>I can name and locate six cities in the United</i></p>	<p><i>I can locate all the countries which have the same physical features s rainforests.</i></p> <p><i>I can name and locate countries with trade links on a world map and explain why these links are important.</i></p> <p><i>I can identify the position and the significance of the Tropic of Cancer and Tropic of Capricorn and the equator.</i></p> <p><i>I can name and locate some of the main countries in South American on a world map,</i></p>	<p><i>I can name and locate the Tropic of Cancer, the Tropic of Capricorn and the Equator and discuss their significance.</i></p> <p><i>I can name the main lines of latitude and the meridian of longitude and explain their significance.</i></p> <p><i>I can identify the position and explain the significance of the Northern and Southern Hemispheres.</i></p> <p><i>I can locate North and South America using world maps or atlases.</i></p> <p><i>I can explain the key physical and human features of North and South America and major</i></p>	<p><i>I can use maps to track Amelia Earhart's journey across the Atlantic or across America identifying key places passed.</i></p> <p><i>I can plan a journey to take place, like Amelia Earhart's, to another part of the world, taking account of distance and time.</i></p> <p><i>I can work out an accurate itinerary detailing a journey to another part of the world.</i></p> <p><i>I can plan a journey to another part of the world which takes account of the Prime and Greenwich Meridian and time zones.</i></p>



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			<p>Kingdom and locate them on a map.</p>		<p>cities which sit within the Pacific Ring of Fire.</p> <p>I can name and locate counties in the United Kingdom and identify physical characteristics like mountains and hills.</p> <p>I can name and locate some of the world's most famous volcanoes.</p> <p>I can name and locate many of the world's most famous mountain ranges on a map.</p>	<p>I can name and locate some of the world's most famous rivers, mountain ranges and deserts on a map.</p> <p>I can name the Tropic of Cancer and Tropic of Capricorn as well as the Arctic and Antarctic circles.</p> <p>I can identify the position and significance of latitude, longitude, equator, Northern Hemisphere and Southern Hemisphere in relation to the physical features studied.</p> <p>I can explain how the time zones work.</p> <p>I can discuss and explain how some of the countries Amelia Earhart visited changed over time.</p>
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<i>Style of map</i>	<i>I can use picture maps and globes to identify the United Kingdom and its counties and locate the surrounding seas.</i>	<i>I can find the world's seven continents and five oceans on a world map, globe or atlas.</i>	<i>I can use large scale OS maps. I can begin to use map sites on the internet. I can use junior atlases to identify the United Kingdom and European countries. I can begin to identify features on aerial/oblique photographs.</i>	<i>I can use large and medium scale OS maps. I can use junior atlases. I can use map sites on the internet. I can identify features on aerial/oblique photographs.</i>	<i>I can use index and contents pages within atlases. I can use medium scale land ranger OS maps.</i>	<i>I can use OS maps. I can confidently use an atlas. I can recognise world maps as a flattened globe.</i>
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