



St Cuthbert's C of E Primary School

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St. Cuthbert's C of E Primary School - Geography Skills Progression

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	<p>Identify and describe features in the local environment, e.g. house, farm, church.</p> <p>Use photos and pictures to locate places in the local environment.</p> <p>Talk about the local environment.</p>	<p>Name and describe physical and human features in the local environment.</p> <p>Use photos and simple street plans to find places in the local environment.</p> <p>Talk about features of the local environment that are liked and disliked.</p>	<p>Sort, group and compare physical and human features in the local environment. Brilliant Britain</p> <p>Use maps and simple street plans to locate places and features in the locality and further afield. Stone Age, Egyptians, Brilliant Britain, Raging Rivers</p> <p>Talk about and compare features of the local environment. Raging Rivers</p>	<p>Ask and respond to simple geographical questions.</p> <p>Use an increasing range of secondary sources and first-hand enquiry, e.g. surveys.</p> <p>Present findings using a range of simple graphs and charts.</p> <p>Talk about evidence and draw simple conclusions.</p>	<p>Respond to challenging geographical questions by planning a range of tasks in order to find the answers.</p> <p>Use primary and secondary sources to find information about a range of localities.</p> <p>Present findings and statistical information in a range of different ways e.g. line graphs and pie charts.</p> <p>Present reasoned conclusions when presenting my findings.</p>	<p>Set own challenging questions when investigating geographical features and issues.</p> <p>Select appropriate sources of primary and secondary information to support investigation.</p> <p>Select an appropriate way in which to present statistical information and findings.</p> <p>Ensure that conclusions make accurate reference to the evidence presented.</p>
Geographical Skills & Fieldwork	<p>Use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right)</p> <p>Make a simple map.</p> <p>Use photos to locate a familiar place.</p> <p>Draw simple sketches.</p> <p>Observe and record information about the local area e.g. how many shops there are near the school?</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p>	<p>Use the four compass points to say simple directions.</p> <p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>Draw own maps, include a key on a map using my own symbols.</p> <p>Recognise a familiar place from aerial photos.</p> <p>Draw simple diagrams with labels.</p> <p>Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.</p> <p>Collect data using observations and record it in a table.</p>	<p>Use the 8 points of a compass.</p> <p>Include a key on a map using common OS symbols.</p> <p>Ask and respond to questions about places and the environment making comparisons.</p> <p>Offer explanations for the location of human and physical features in different localities.</p> <p>Follow a journey using computer mapping – Google Maps / Geocaching. Collect data using surveys and present it in a bar chart.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass and follow directions to the nearest 10 degrees.</p> <p>Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world.</p> <p>Understand how colours are used on a map to show different physical zones.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital mapping technologies.</p>	<p>Use 6 figure grid references.</p> <p>Explain what data which has either been collected or researched shows and the impact of it.</p> <p>Record data in a line graph.</p> <p>Use less common OS symbols to show geographical features.</p> <p>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Begin to use latitude and longitude to describe location.</p> <p>Compare aerial photos and maps over time.</p> <p>Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p>

Location & Place Knowledge	<p>Talk about and describe people and places in the local area.</p> <p>Talk about similarities and differences between places, e.g. the school playground and the town park.</p> <p>Talk about different ways to travel, e.g. on foot, by car, train, bus etc.</p> <p>Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.</p>	<p>Talk about and describe key features of the local area.</p> <p>Describe and compare features of known localities.</p> <p>Talk about and describe a contrasting locality in the world: What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest (identify Kenya).</p>	<p>Locate countries, cities and landmarks using an atlas, Google Maps and on a globe</p> <p>Talk about and compare features of the local area. Raging Rivers</p> <p>Compare features of localities, giving reasons for their similarities and differences. Stone Age, Brilliant Britain</p> <p>Compare and contrast localities in the UK. Stone Age, Brilliant Britain</p> <p>Compare and contrast the world's seven continents and five oceans. Brilliant Britain</p>	<p>Talk about and describe features of localities beyond the local area, including a region within the United Kingdom.</p> <p>Describe and compare contrasting locations within and beyond the UK. (a contrasting non-European country)</p> <p>Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop.</p> <p>Identify physical and human features within a local study and how they have changed over time.</p> <p>Compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p>Talk about and describe a range of cities and countries around the world, including a region in North America.</p> <p>Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence.</p> <p>Identify physical and human features that have contributed towards the change and development of a locality.</p> <p>Talk about the way in which the physical location can determine the growth of a settlement or industry.</p> <p>Identify the Equator, and the Tropics of Cancer and Capricorn.</p> <p>Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone</p> <p>Understand how time zones are shown on a map.</p>	<p>Talk about and compare a wide range of locations, countries, and continents around the world, including a region within South America.</p> <p>Support reasons for the physical and human features of a location with factual evidence.</p> <p>Suggest ways in which a location might develop and change in the future, based on factual information.</p> <p>Identify and describe the links and relationships that connect localities both within and beyond the UK.</p> <p>Compare maps over time.</p>
Human and Physical	<p>Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, season, weather.</p> <p>Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>Name some types of weather and describe the weather associated with the four seasons.</p>	<p>Talk about the seasons and the changes that take place in spring, summer, autumn, winter in the UK.</p> <p>Talk about and describe features of landmarks within the locality.</p> <p>Identify and describe patterns and changes within the local environment.</p> <p>Understand that different countries have different climates</p>	<p>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Egyptians, Chocolate</p> <p>Talk about and describe the function of features and landmarks within a locality. Brilliant Britain, Egyptians,</p> <p>Describe and compare patterns and changes within the local environment. Stone Age</p> <p>Locate rivers across the UK and compare them to those around the world.</p>	<p>Identify a range of simple physical processes, e.g. volcsnord</p> <p>Identify a range of simple human processes, e.g. types of settlement and land use.</p> <p>Identify simple geographical patterns, e.g use of volcanic landscapes.</p> <p>Identify and describe the way in which physical and human processes can change the features of a locality.</p>	<p>Identify an increasing range of physical processes, e.g. oceans and erosions, climate zones in North America.</p> <p>Identify an increasing range of human processes, e.g. economic activity including trade links.</p> <p>Give simple explanations for the location of human and physical features within a locality.</p> <p>Recognise and describe a wide range of geographical patterns eg. Coastal ares and management.</p>	<p>Identify how physical and human features change over time,</p> <p>Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water.</p> <p>Identify and describe in detail the impact of change on the lives of people in a given locality and the world.</p> <p>Compare and contrast an increasing range of geographical patterns.</p>



	<p>Talk about the things I like and don't like about the local environment.</p> <p>Talk about what people do in the local environment.</p>	<p>Express thoughts and views about a locality.</p> <p>Talk about how people can affect the environment they live in.</p>	<p>Give reasons for thoughts and views about a locality. Stone Age, Egyptians, Brilliant Britain</p> <p>Talk about and describe how people try to improve and sustain their environment. Chocolate</p> <p>Give reasons for local environmental issues. Egyptians, Chocolate</p>	<p>Justify reason, thoughts and views with factual information.</p> <p>Provide factual evidence to support ways in which people can improve and sustain the environment.</p> <p>Use a range of sources of evidence to support environmental issues.</p>	<p>Talk about and give reasons for own and others views about changes to the environment.</p> <p>Talk about and describe how people's actions can damage and improve the environment.</p> <p>Talk about and describe reasons for global environmental issues.</p>	<p>Recognise and describe the different views that people may hold when changes are made to the environment.</p> <p>Talk about and describe the ways in which groups try to manage an environment's sustainability.</p> <p>Describe how decisions made about places and environments can impact on the lives of the people who live there.</p>
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