



	To investigate places	To investigate patterns	To communicate geographically
Year 1 and 2	<p>Ask and answer geographical questions such as: What is a place like? What or who will I see in this place? What do people do in this place?</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding areas.</p> <p>Name and locate the world's continents and oceans.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South poles.</p> <p>Identify land use around the school.</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Use the 4 main compass directions and locational language (e.g. near, far, etc.) to describe the location of features and routes on a map.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Use simple grid references (e.g. A1, B1, etc.)</p>
Year 3 and 4	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record 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>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic and date and time zones.</p> <p>Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Describe key aspects of:</p> <p>Physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including settlements and land use.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the UK and the wider world.</p>
Year 5 and 6	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (e.g. compare aerial images, simple maps, topographical maps, London's Tube map)</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>	<p>Describe key aspects of:</p> <p>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the UK and the wider world.</p> <p>Create maps of locations identifying patterns such as land use, climate zones, population densities, height of land.</p>



Hanley St Luke's CoE Primary School

Geography Skills Progression