

St Gabriel's Catholic Primary School – Geography Progression of Skills



Key Skills	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using Directional and Positional Language	<p>To understand and follow simple positional language</p> <p>(In, on, under, next to, behind,)</p> <p>To understand and follow simple directions (Forwards and backwards)</p>	<p>To understand and follow simple positional language.</p> <p>(In, on, under, next to, behind, above, below, in between)</p> <p>To understand and follow simple directions (Forwards, backwards, turn, left, right)</p>	<p>To follow directions including N,S,E,W (Orienteering – PE)</p> <p>(Near, far, big, small, up, down, left and right, forwards and backwards.)</p>	<p>To follow a route on a map using N, S, E, W using a compass. (Orienteering – PE)</p>	<p>To follow a route on a map using N, S, E, W well using a compass. (Orienteering – PE)</p>	<p>To use eight point compass points well using a compass.</p> <p>(Orienteering – PE)</p>	<p>To use eight point compass points well using a compass.</p> <p>(Orienteering – PE)</p>	<p>To use eight point compass points confidently and accurately using a compass.</p> <p>(Orienteering – PE)</p>

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<u>Mapping</u> Direction and Location	To talk about the position of an object	<p>To use positional and directional language e.g. when describing a route on a simple map.</p> <p>To locate on a map and globe the polar regions, land and sea.</p>	<p>To follow directions using N, S, E, W on a simple map.</p> <p>To introduce coordinates to locate features on a map.</p>	<p>To follow a route on a map using N, S, E, W.</p> <p>To use coordinates confidently to locate features on a map.</p>	<p>To introduce eight compass points to follow or give directions on a map.</p> <p>To introduce 4 figure grid references to locate features on a map.</p>	<p>To use eight point compass points well to follow or give directions on a map.</p> <p>To use 4 figure grid references confidently to locate features on a map.</p>	<p>To use eight point compass points well to follow or give directions on a map.</p> <p>To introduce 6 figure grid references to locate features on a map.</p> <p>To introduce latitude and longitude.</p>	<p>To use eight point compass points confidently and accurately to follow or give directions on a map.</p> <p>To use 6 figure grid references confidently to locate features on a map.</p> <p>To use latitude and longitude confidently.</p>
Drawing	To give meaning to the marks that they draw or write.	<p>To draw or create a simple bird's eye view map of the classroom using objects, pictures or marks.</p> <p>To draw a simple story map of a familiar book.</p> <p>To create their own simple maps</p>	<p>To draw and create their own maps using real objects, pictures and symbols.</p> <p>To draw maps of imaginary places from stories.</p>	<p>To draw and create their own maps using real objects, pictures and symbols.</p> <p>To draw maps of imaginary places from stories. (Add detail to map.)</p>	To work with support make a short route experience with features in correct place.	To make a short route experience with features in correct place.	To begin to draw their own maps with increasing complexity and detail.	To draw their own maps with increasing complexity and detail.

		using their imagination.						
Symbols and Keys	To spot patterns and shapes in the environment.	To spot patterns, shapes and symbols.	To use own symbols on imaginary map.	To use a large scale OS Map. (Local Area – Higher Fold) To begin to understand the need for a key. To use class agreed symbols to make a simple key.	To understand the need for a key. (Atlases) To recognise standard symbols. (OS Maps)	To understand the need for a key. (Atlases) To use standard symbols. (OS Maps)	To begin to use symbols and keys to add detail to their own maps. (OS Symbols)	To use symbols and keys to add detail to their own maps. (OS Symbols)
Using Maps		To use a classroom map to find a hidden object.	To use a simple picture map to use around the school / local area. To recognise a map is about a certain place. E.g. School, Playground,	To follow a route on a map using N, S, E, W. To use an infant atlas to locate places. To find land and sea on a globe.	To locate places on a large scale maps. E.g. World – Europe. To use GIS to locate places on an electronic map. To use OS Maps to locate features in the local area.	To locate places on a large scale maps. E.g. World – Europe. To use GIS to locate places on a map. To use OS Maps to locate	To use various maps to locate places. E.g. Aerial, Globes, Google Earth, Tourist Maps. To use OS Maps to locate features in a local major city. To compare different maps	To use various maps to locate places. E.g. Aerial, Globes, Google Earth, Tourist Maps. To use OS Maps to locate features in a local major city.

			dinner hall, local area.	To use a teacher drawn base map to find features and locations.	To use various maps to locate places. E.g. Aerial, Globes, Google Earth, Tourist Maps.	features in the local area. To use various maps to locate places. E.g. Aerial, Globes, Google Earth, Tourist Maps. To follow and plot a route on a large scale map.	of Local Area, Major Local City and London. (Digimaps).	
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Geography Information Systems (GIS)		To use aerial maps e.g. Google maps/ Google Earth of the school setting and Leigh town centre commenting upon what they notice.	To use Google street view of local area. To use Google street view of local major city.	To use Google street of local area, major city and landmarks of a country.	To use Google, Earth. (Route planning-small scale) To introduce charts on maps to determine Topography, Weather and Climate.	To use Google Earth. (Route planning – small scale) To introduce charts on maps to determine Topography, Weather and Climate.	To use Google Earth. (Route planning – large scale) To use charts on maps to determine Topography, Weather and Climate.	To use Google Earth. (Route planning – large scale) To use charts on maps to determine Topography, Weather and Climate.
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Place Knowledge	To recognise and name areas within Preschool, the outside area and the dining hall.	To recognise and name areas surrounding school and familiar places e.g school, park, shops, Leigh town centre.	To name, describe and compare familiar places To link their homes with other places in their local community To describe about some present changes that are happening in the local environment	To make simple comparisons between features of their local area and a capital city. To recognise how places are linked to other places in the world. To compare and contrast a local area of the United Kingdom with an area in a non-European country	To study human and physical geography of a country. To begin to identify significant places and environments within country study. To compare and contrast areas within a country/countries.	To study human and physical geography of a country To identify significant places and environments within country study. To compare and contrast areas within a country/ countries.	To study human and physical geography of a country. To locate the world's countries, South America (Brazil), North America (Mexico) , Germany (Europe) To compare and contrast areas within different countries.	To study human and physical geography of a country To locate the world's countries on a variety of maps and sources, including the areas studied throughout the Key Stage. To compare and contrast areas within different countries.
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Locational Knowledge	To name and locate areas in and around Preschool To locate their classroom and dinner hall	To name and locate key areas inside of school To name and locate key areas around and outside of school	To begin to locate their own addresses and postcode. To use world maps, including	To locate their own addresses and postcode confidently. To use world maps, including	To locate Europe on a large scale map or globe. To name and locate countries in Europe (including Russia)	To locate the UK on a variety of different scale maps. To name and locate the geographical	To identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and	To name and locate states and main cities of North America concentrating on environmental regions, key physical and

	To locate the Post box and local shops.		<p>globes to identify the UK in its position in the world.</p> <p>To identify and describe local area and seaside regions on a map in relation to UK.</p> <p>To name and locate the UK countries, capital cities and other key features. (Flags, Flowers, Animals).</p>	<p>globes to identify the UK in its position in the world.</p> <p>To locate and name on a world map and globe the seven continents and five oceans.</p> <p>To recognise the different shapes of the continents and five oceans.</p> <p>To name and locate the UK countries, capital cities and other key features. (Flags, Flowers, Animals).</p> <p>To name and locate the</p>	<p>and their capitals cities.</p> <p>To name and locate the geographical regions, counties, cities.</p> <p>To name and locate key topographical regions, coasts and rivers.</p> <p>To identify Hemispheres and Equator.</p>	<p>regions, counties, cities.</p> <p>To name and locate the geographical regions, counties, cities.</p> <p>To name and locate key topographical regions, coasts and rivers.</p> <p>To identify Hemispheres and Equator.</p>	<p>the countries that lie within them.</p> <p>To name and locate the geographical regions, counties, cities.</p> <p>To describe biomes and vegetation belts within a country within a tropic.</p> <p>To begin to identify the position and significance of lines of longitude & latitude.</p> <p>To introduce Prime/Greenwich Meridian and Time zones.</p>	<p>human characteristics, countries and major cities.</p> <p>To name and locate the geographical regions, counties, cities.</p> <p>To identify the position and significance of lines of longitude & latitude accurately and confidently.</p> <p>To use Prime/Greenwich Meridian and Time zones confidently.</p>

				<p>local major cities near to Leigh (Leigh, Manchester and Liverpool)</p> <p>To compare and contrast the difference between urban and rural places.</p>				
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Fieldwork	<p>To use observational skills to study Preschool and their immediate environment (Sights and sounds)</p>	<p>To use observational skills to study school grounds</p> <p>To explore school grounds and buildings</p> <p>Find out about the environment by talking to people, examining photographs, using simple maps and visiting local places.</p>	<p>To use observational skills when studying geography of their school grounds.</p> <p>To observe and describe daily weather patterns.</p> <p>To begin to identify seasonal and daily patterns.</p>	<p>To use observational skills when studying geography of their school grounds and local environment.</p> <p>To observe and describe daily weather patterns.</p> <p>To identify seasonal and daily patterns.</p>	<p>To observe, record and name features in their local environment.</p> <p>To analyse evidence and draw conclusions of differences between two locations and explain why. e.g. make comparisons with two locations using photos</p>	<p>To observe, record and name human and physical features in their local environment.</p> <p>To analyse evidence and draw conclusions of differences between two locations and explain why. e.g. make comparisons between</p>	<p>To observe, measure and record human and physical features using a range of methods E.g. sketch maps, plans. graphs and digital technologies (GIS)</p> <p>To analyse evidence and draw conclusions of differences</p>	<p>To use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork.</p> <p>To analyse evidence and draw conclusions of differences between two locations and explain why. e.g. field work,</p>

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					pictures, temperatures and location.	locations, photos, pictures, maps	between two locations and explain why. e.g. compare historical maps of varying scales, influence on people everyday life	data on land use, comparing land use data, look at patterns.
Human and Physical Features	<p>To observe the weather and how it changes.</p> <p>To begin to communicate and describe geographical vocabulary: shops, school, park, farm, post box,</p>	<p>To observe seasonal change.</p> <p>To describe and talk about different weather relating to the seasons.</p> <p>To communicate and describe geographical vocabulary: shops, woods, park, field, houses, mountains, roads, pavements</p>	<p>To make observations and express their opinion and views of features such as weather patterns in their environment.</p> <p>To communicate and describe geographical vocabulary including: beach, cliff, coast, sea, etc for physical features.</p>	<p>To make observations and express their opinion and views of features of different places.</p> <p>To communicate and describe geographical vocabulary including: forest, vegetation, ocean, weather etc for physical features.</p>	<p>To make observations about places and features that change over time.</p> <p>To use geographical language to describe some aspects of human and physical features and patterns. (Rivers, coastlines, mountains, volcanoes, Earthquake and water cycle)</p>	<p>To describe how features and places change and the links between people and environments over time.</p> <p>To use geographical language to identify and explain some aspects of human and physical features and patterns. (Rivers, coastlines, mountains,</p>	<p>To demonstrate understanding of how and why some features or places are similar or different and how and why they change. (Economic activity, trade links and distribution of natural resources, energy, food and water)</p> <p>To use geographical language to identify and explain key</p>	<p>To explain some links and interactions between people, places and environments. (Economic activity, trade links and distribution of natural resources, energy, food and water)</p> <p>To recognise patterns in human and physical features and understand some of the conditions, processes or</p>

			To communicate and describe geographical vocabulary including: city, town, port, factory, farm etc. for human features	To communicate and describe geographical vocabulary including: city, town, harbour, port, factory, farm etc for human features		volcanoes, Earthquake and water cycle)	aspects of human and physical features and patterns as well as links and interactions between people, places and environments. (Climate Zones, biomes and vegetation belts)	changes which influence these patterns. (Climate Zones, biomes and vegetation belts)
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Enquiry and Investigation	To answer questions about aspects of the natural world (who, what, where) To talk about some differences I have seen in photos. To show respect and care for their natural environment	To answer questions about aspects of the natural world (who, what, where, why and how) To talk about some similarities and differences between the natural world around them and contrasting environments.	To ask and answer simple geographical questions. To describe similarities and differences when studying places.	To ask and answer simple geographical questions when investigating different places and environments. To describe similarities and differences and patterns. To compare their lives to other children	To ask and answer more searching geographical questions when investigating different places and environments. To identify similarities and differences and patterns of different places and features.	To ask and answer more searching geographical questions when investigating different places and environments. Including how and why. To identify similarities and differences and patterns of different	To ask and answer more searching geographical questions when investigating different places and environments. To give reasons why and how this happens. To recognise geographical features affecting people	To ask and answer more searching geographical questions when investigating different places and environments. To give reasons why and how this happened in the past and could it change in the future.

	and all living things.			to other places.		places, features and people.	in different environments.	