



PROGRESSION IN GEOGRAPHY: Three Elements: - Developing a Sense of Place (What? & How?); - Mapping Skills (Where?); - Decision Making Skills (Why?); Each area of study is hyperlinked to the appropriate set of skills in each of the 3 elements;

| skills | Foundation / Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|--|---|--|
| Geographical language | geographical language to describe feature or location e.g hill/local/a road/coastline/woods | geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/woods/village/ farmland | describes route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE links words to topic e.g. river/meander/flood/plain/location/industry/transport | describes route and direction linking N/S/E/W with degrees on the compass links words to topic/theme e.g. contour/height/valley | describes route and direction, location linking 8 points of compass to degrees on compass links words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ headland | describes route, direction, location linking 16 points on compass to degrees on compass links words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary |
| Enquiry (builds on questions from previous years) | asks geographical questions e.g. what is it like to live in this place? | asks geographical questions –where is this place? what is it like? How has it changed? | asks geographical questions: where is this location? What do you think about it? | Ask questions – what is this landscape like? what will it be like in the future? | asks questions: what is this landscape like? how has it changed? what made it change? how is it changing? | asks questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed? |
| Views & reasoning: | expresses own views about a place, people, environment | expresses own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences | analyses evidence and draws conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population | analyses evidence and draws conclusions e.g. make comparisons between locations using photos/pictures/maps | analyses evidence and draws conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life | analyses evidence and draws conclusions e.g. from field work data on land use comparing land use/ temperature. Looks at patterns and explain reasons behind it |
| | recognises how places have become the way they are e.g. shops and houses development | recognises how places have become the way they are e.g. shops and houses development and comments on them | identifies and explains different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling | identifies and explains different views of people including themselves | identifies and explains different views of people including themselves designs and uses questionnaires to obtain views of community on subject | identifies and explains different views of people including themselves gives increased detail of views, justification – detailed reasons influencing views |



| skills | Foundation / Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|---|--|---|
| Collect & record evidence... | observe and record e.g. identify buildings on a street – memory maps | observe and record in different ways e.g. sketches, diagrams, ICT | collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases) | collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns | collects and record evidence in a range of ways, selecting the most appropriate for the task conducts a land use survey | collects and record evidence in a range of ways, selecting the most appropriate for the task Records using appropriate units of measurement and methods e.g. measurement of river width/ depth/ velocity |
| Communicate findings.... | communicates in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams | communicates in different ways – pictures, writing, charts, verbal explanations | communicates in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper | communicates in ways appropriate to task and audience | communicates in ways appropriate to task and audience e.g. persuasive writing | communicates in ways appropriate to task and audience e.g. use emails to exchange information about locality with another school |
| Fieldwork: where, why? Use fieldwork techniques | uses simple field sketches use a camera/photos | uses simple field sketches and diagrams, uses a camera/photos | uses more detailed field sketches and diagrams; | uses more detailed field sketches and diagrams; | field sketches show understanding of pattern/ movement/ change | field sketches show understanding of pattern/ movement/ change |
| Map work/ atlas work | makes simple maps and plans explores maps of the local area | compares two settlements uses globes, maps, plans at a range of scales – identifying land masses / continents; uses content/index to locate country/draw information from a map | draws maps more accurately using simple keys plans view (from above) uses key accurately to identify features use contents/index to locate page quickly and accurately | draws accurate map –developing more complex keys uses contents/index to locate position of location including page/coordinates | draws in scale with increasing accuracy of scale locates information/ place with speed and accuracy uses key to make deductions about landscape/ industry/ features etc. | locates information/ place with speed and accuracy uses key to make deductions about landscape/ industry/ features etc. |