

Meadgate Primary School Progression of Skills Geography

Knowledge Skills and Understanding	
Geographical enquiry (EYFS)	<ul style="list-style-type: none"> Find and describe where we live and draw pictures from photos, understanding all homes are different (maps) Can they find and talk about places on a map? Can they make comments and asks questions about aspects of their familiar world such as the place where they live or the natural world? Can they make comments and asks questions about a contrasting environment or place? Can they begin to use and draw simple maps to represent simple journeys e.g., between home and school?
Geographical enquiry (Year 1)	<ul style="list-style-type: none"> Can they say what they like about their locality? Can they sort things they like and don't like? Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few relevant questions to ask about a locality? Can they answer questions about the weather? Can they keep a weather chart? <p>Challenge:</p> <ul style="list-style-type: none"> Can they answer questions using a weather chart? Can they make plausible predictions about what the weather may be like later in the day or tomorrow? Can they create a short quiz using information they have resourced?
Geographical enquiry (Year 2)	<ul style="list-style-type: none"> Can they label a diagram or photograph using some geographical words? Can they find out about a locality by using different sources of evidence? Can they find out about a locality by asking some relevant questions to someone else? Can they say what they like and don't like about their locality and another locality like the seaside? <p>Challenge:</p> <ul style="list-style-type: none"> Can they make inferences by looking at a weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world? Can they make a short quiz to demonstrate their knowledge of a contrasting place?
Geographical enquiry (Year 3)	<ul style="list-style-type: none"> Can they identify key features of a locality by using a map? Can they accurately plot NSEW on a map? Do they use correct geographical words to describe a place? Do they use correct geographical words to describe the events that happen there? Can they make accurate measurement of distances within 100Km? <p>Challenge:</p> <ul style="list-style-type: none"> Can they work out how long it would take to get to a given destination taking account of the mode of transport?
Geographical enquiry (Year 4)	<ul style="list-style-type: none"> Can they find the same place on a globe and in an atlas? Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? Can they label the same features on an aerial photograph as on a map?

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	<ul style="list-style-type: none"> Can they plan a journey to a place in England? (Jurassic Coast) <p>Challenge:</p> <ul style="list-style-type: none"> Can they give accurate measurements between 2 given places within the UK?
Geographical enquiry (Year 5)	<ul style="list-style-type: none"> Can they collect information about a place and use it in a report? Can they map land use? Can they find possible answers to their own geographical questions? Can they make detailed sketches and plans; improving their accuracy later? Can they plan a journey to a place in another part of the world, taking account of distance and time? Can they make accurate measurement of distances within 100Km? Can they carry out a survey to discover features of cities and villages? Can they collect information about a place and use it in a report? <p>Challenge:</p> <ul style="list-style-type: none"> Can they work out an accurate itinerary detailing a journey to another part of the world? Can they give accurate measurements between 2 given places within the UK?
Geographical enquiry (Year 6)	<ul style="list-style-type: none"> Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? Can they confidently explain scale and use maps with a range of scales? Can they use OS maps to answer questions? Can they begin to use 4 figure grid references? Can they use some basic OS map symbols? Can they use correct geographical words to describe a place and the events that happen there? Can they identify key features of a locality by using a map? Can they accurately identify 8 figure compass points on a map? <p>Challenge:</p> <ul style="list-style-type: none"> Can they use a range of self-selected resources to answer questions?

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Physical Geography (EYFS)	<ul style="list-style-type: none"> Can they notice detailed features of objects in their environment? Can they talk about some of the things they have observed in their environment? Can they talk about the features of their own immediate environment and how environments may vary from others? Do they know about similarities and differences between places?
Physical Geography (Year 1)	<ul style="list-style-type: none"> Can they explain the main features of a hot and cold place? Can they describe a locality using words and pictures? Can they explain how the weather changes with each season? Can they tell someone their address? Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? <p>Challenge:</p> <ul style="list-style-type: none"> Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?
Physical Geography (Year 2)	<ul style="list-style-type: none"> Can they describe some physical features of their own locality? Can they explain what makes a locality special? Can they describe some places which are not near the school? Can they describe a place outside Europe using geographical words? Can they describe some of the features associated with an island? Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? <p>Challenge:</p> <ul style="list-style-type: none"> Can they find the longest and shortest route using a map? Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?
Physical Geography (Year 3)	<ul style="list-style-type: none"> Can they use maps and atlases appropriately by using contents and indexes? Can they confidently describe physical features in a locality? Can they locate the Mediterranean and explain why it is a popular holiday destination? Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? Can they describe how volcanoes are created? <p>Challenge:</p> <ul style="list-style-type: none"> Can they explain why a locality has certain physical features?
Physical Geography (Year 4)	<ul style="list-style-type: none"> Can they explain how the water cycle works? Can they explain why water is such a valuable commodity? Can they describe how coastal erosion changes the shape of the landscape and the impact it has on humans and animals?

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	Challenge: <ul style="list-style-type: none"> Can they explain how a locality has changed over time with reference to physical features?
Physical Geography (Year 5)	<ul style="list-style-type: none"> Can they explain why many cities of the world are situated by rivers? Can they explain how a location fits into its wider geographical location; with reference to physical features? Can they describe the main features of a well-known city? Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they use appropriate symbols to represent different physical features on a map? Can they describe how mountains are created? Can they name features of a mountain? Can they name the features of rivers? Can they say why cities are near rivers? Challenge: <ul style="list-style-type: none"> Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? Can they create sketch maps when carrying out a field study?
Physical Geography (Year 6)	<ul style="list-style-type: none"> Can they give extended descriptions of the physical features of different places around the world? Can they describe how some places are similar and others are different in relation to their human features? Can they accurately use a 4 figure grid reference? Can they use maps and atlases appropriately by using contents and indexes? Can they give extended descriptions of the physical features of different places around the world? Can they describe how volcanoes are created? Can they describe how earthquakes occur, by understanding the basic principle of plate tectonics? Can they confidently describe physical features in a locality? Challenge: <ul style="list-style-type: none"> Can they plan a journey to another part of the world which takes account of time zones? Can they explain why a locality has certain physical features?

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Human Geography (EYFS)	<ul style="list-style-type: none"> Can they notice detailed features of objects in their environment? Can they talk about some of the things they have observed in their environment? Can they talk about the features of their own immediate environment and how environments may vary from others? Do they know about similarities and differences between places?
Human Geography (Year 1)	<ul style="list-style-type: none"> Can they begin to explain why they would wear different clothes at different times of the year? Can they tell something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place?
Human Geography (Year 2)	<ul style="list-style-type: none"> Can they describe some human features of their own locality, such as the jobs people do? Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How? Can they explain what facilities a town or village might need? Can they explain how the jobs people do may be different in different parts of the world? <p>Challenge:</p> <ul style="list-style-type: none"> Can they explain how the weather affects different people?
Human Geography (Year 3)	<ul style="list-style-type: none"> Can they explain why a place is like it is? Can they explain how the lives of people living in the Mediterranean would be different from their own? Can they describe how volcanoes have an impact on people's lives? Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? <p>Challenge:</p> <ul style="list-style-type: none"> Can they explain how people's lives vary due to weather?
Human Geography (Year 4)	<ul style="list-style-type: none"> Can they find different views about an environmental issue? What is their view? <p>Challenge:</p> <ul style="list-style-type: none"> Can they explain how people are trying to manage their environment? Can they explain what a place might be like in the future, taking account of issues impacting on human features?
Human Geography (Year 5)	<ul style="list-style-type: none"> Can they explain why people are attracted to live by rivers? Can they explain how a location fits into its wider geographical location; with reference to human and economical features? Can they explain what a place might be like in the future, taking account of issues impacting on human features? Can they explain why people are attracted to live in cities? Can they explain why people may choose to live in a village rather than a city? Can they explain how a locality has changed over time with reference to human features? Can they suggest different ways that a locality could be changed and improved? Can they explain how a location fits into its wider geographical location; with reference to human and economical features?

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	Challenge: <ul style="list-style-type: none">• Can they report on ways in which humans have both improved and damaged the environment?• Can they explain how human activity has caused an environment to change?
Human Geography (Year 6)	<ul style="list-style-type: none">• Can they give an extended description of the human features of different places around the world?• Can they describe how some places are similar and others are different in relation to their physical features?• Can they describe how volcanoes and/or earthquakes have an impact on people's lives?• Can they explain why a place is like it is? Challenge: <ul style="list-style-type: none">• Investigate and understand why people might choose to live and work in a volcano/earthquake zone.

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Geographical Knowledge (EYFS)	<ul style="list-style-type: none"> Can the children say which country/city they are from?
Geographical Knowledge (Year 1)	<ul style="list-style-type: none"> Can they point out where the equator, north pole and south pole are on a globe or atlas? Can they identify the four countries making up the United Kingdom? Can they name some of the main towns and cities in the United Kingdom? <p>Challenge:</p> <ul style="list-style-type: none"> Can they name a few towns in the south and north of the UK?
Geographical Knowledge (Year 2)	<ul style="list-style-type: none"> Can they find where they live on a map of the UK? Can they name the major cities of England, Wales, Scotland and Ireland? Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas? <p>Challenge:</p> <ul style="list-style-type: none"> Can they point out the North, South, East and West associated with maps and compass? Can they locate some of the world's major rivers and mountain ranges?
Geographical Knowledge (Year 3)	<ul style="list-style-type: none"> Can they name a number of countries in the Northern Hemisphere? Can they name and locate some well-known European countries? Can they name and locate the capital cities of neighbouring European countries? Are they aware of different weather in different parts of the world, especially Europe? Can they locate and name some of the world's most famous volcanoes? <p>Challenge:</p> <ul style="list-style-type: none"> Can they name the two largest seas around Europe?
Geographical Knowledge (Year 4)	<ul style="list-style-type: none"> Can they locate the Tropic of Cancer and the Tropic of Capricorn? Do they know the difference between the British Isles, Great Britain and UK? Can they locate and name some of the main islands that surround the UK? Can they name the areas of origin of the main ethnic groups in the UK & in their school? Can they name up to six cities in the UK and locate them on a map?

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Geographical Knowledge (Year 5)	<ul style="list-style-type: none">• Can they name and locate many of the world's major rivers on maps?• Can they name and locate many of the world's most famous mountain regions on maps?• Can they locate the USA and Canada on a world map and atlas?• Can they locate North America?• Can they locate and name the main countries in South America on a world map and atlas?• Can they name the counties that make up the home counties of London? <p>Challenge:</p> <ul style="list-style-type: none">• Can they begin to recognise the climate of a given country according to its location on the map?
Geographical Knowledge (Year 6)	<ul style="list-style-type: none">• Can they recognise key symbols used on ordnance survey maps?• Can they name the largest desert in the world?• Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?• Can they explain how the time zones work?• Can they locate and name some of the world's most famous volcanoes/earthquake sites?• Are they aware of different weather in different parts of the world? <p>Challenge:</p> <ul style="list-style-type: none">• Can they name the main lines of latitude and meridian of longitude?