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A Guide to Progression in Geography

Year 1-6

(In line with the National Curriculum)



DIGITAL DOWNLOAD

A Guide to Progression in Geography

ABOUT THE AUTHORS: TT EDUCATION

We're the UK's leading school improvement organisation, working with schools, academies and trusts in the UK and beyond to improve the quality of children's education. Founded in January 2013 by David Maytham, everything we do is underpinned by the belief that every child has the right to an excellent education.

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We're dedicated to enhancing life chances for all pupils by empowering teachers and leaders to create sustainable improvement in their schools through engaged learning and inspirational leadership. We help teachers and leaders make progress through our outstanding CPD courses, INSET days, consultancy, resources, digital solutions and longer-term school improvement support.

TT Education has won the School Improvement Provider of the Year award for four consecutive years (2018, 2019, 2020 and 2021) underlining our position as a leading provider of school improvement services, classroom materials and digital resources.

ABOUT THIS DOCUMENT

Our highly acclaimed Guide to Progression in Geography document provides teachers with a clear framework for teaching and assessing primary geography. Written by current practitioners, for current practitioners, this document is fully aligned with the objectives and expectations of the National Curriculum. **It contains direct references to the National Curriculum (statutory and non-statutory), which appear in bold text** along with other suggestions in non-bold text. **Purple words are taken from other subject areas (Maths, Science and History).**

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SKILLS OR KNOWLEDGE?

There has been much debate in primary schools about the main focus of 'curriculum'. Is our job to pass on **knowledge** to children, or should we focus on developing **skills?** Our skills progression series should not imply that TT Education is taking sides in this debate; in fact, we believe that skills and knowledge are inseparable at the point of curriculum delivery. The next two pages explore a handful of key quotations which will hopefully clarify our views, and support the rationale for using these high-quality guides.

In their 2019 Framework, Ofsted make it clear that **knowledge** is the starting point for a 'curriculum', which they define as:

"A framework for setting out the aims of a programme of education, including the **knowledge and understanding** to be gained at each stage (intent)…

…for translating that framework over time into a structure and narrative, within an institutional context (implementation)…

…and for evaluating what **knowledge and understanding** pupils have gained against expectations (impact)."

Ofsted presentation on the new EIF (2018), emphasis mine

However, in 2021 they reworded the first bit of this as:

"The framework for setting out the aims of a programme of education, including the **knowledge and skills** to be gained at each stage."

Ofsted presentation on the new EIF (May 2021), emphasis theirs

Knowledge certainly seems to be the priority in Ofsted's definition of 'cultural capital', which draws on the National Curriculum wording of **"essential knowledge** that pupils need to be educated citizens" (EIF Handbook 2019 and NC 2014). To emphasise this further, Ofsted's chief inspector says that

"Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence is… that **the focus on substance,** on **the knowledge that we want young people to acquire,** is often lost…

"If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge,** they will struggle in later study."

Amanda Spielman (2018), emphasis hers

In May 2021, Ofsted described this last phrase ("a deep body of knowledge") as the **fundamental principle** of the Quality of Education judgement. But they were keen not to separate it from skills:

"Children make progress by learning, knowing and remembering more of the school's curriculum… and when they **can use that knowledge** readily and flexibly…

"When we assess, we make sure we know that the pupils have got the **knowledge** they need to be able to draw upon readily, to perform the **skills** we want them to perform, and in doing so, we're saying they make **progress."**

Sandra Hayes, Ofsted Specialist Advisor (2021), emphasis mine

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You will have also noted that Spielman's objection, above, was not to skills per se but to "ill-defined" ones - especially where a skills-focus gets in the way of **deep, cumulative knowledge.** All of this confusion arises because neither knowledge nor skills can actually be considered in isolation:

"An unnecessary and divisive debate has emerged... that creates a false dichotomy between skills on the one hand and knowledge on the other, [but] skills and knowledge are intimately connected...

"What it means, for example, to evaluate the result from a scientific experiment is very different from what it means to evaluate the historicity of two sources that appear to come from the middle ages. That evaluation skill is intimately connected with the content and the knowledge being developed in each subject."

Matthew Purves, Ofsted's Deputy Director, Schools (2018)

The EIF Handbook echoes this sentiment. It is through skills that knowledge is applied, it says:

"Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned. In order to develop understanding, pupils **connect new knowledge with existing knowledge.** Pupils also need to develop fluency and unconsciously **apply their knowledge as skills.** This must not be reduced to, or confused with, simply memorising… glossaries or long lists of disconnected facts."

Ofsted Handbook (2019), part-quoting Sweller et al (2011), emphasis mine

In our extensive work with schools, we have found that an effective approach to curriculum design is to start by separating skills and knowledge - that is, at the 'intent' stage, to clearly define them - but then ensure that they are brought back together at the 'implementation' stage. Neither knowledge nor skills can exist in isolation, and neither will reach a particularly high standard if the other is "ill-defined".

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TT EDUCATION'S LEARNING PATHWAYS: THE PATH TO SUCCESS

What is the Path to Success?

A forward thinking, innovative approach to teaching and learning in the 21st century classroom, which can be applied across all subjects to support all schools in achieving outstanding results through engaged learning. Developed by education expert David Maytham, The Path to Success is grounded in the latest educational research and first-hand experience of current teaching of real children in the primary classroom.

How is it different?

We are not advocating a scheme that schools, children and teachers have to follow in a particular order or predetermined way. In our experience, a predetermined scheme is unable to take account of all the various factors at play in any one classroom; including, but not limited to the skill set of the teacher and the ability range of the children.

The Path to Success is a circular methodology with talk, collaboration and active approaches at its heart. Its process can be applied across the curriculum, as the core techniques it embodies can be used to teach any skill or operation. Once teachers internalise this process, it has the potential to transform their practice and have a significant impact on standards.

What does it look like?

Teachers who utilise the Path to Success will develop and enrich children's ability to problem-solve, think creatively, improve their skills as learners and consequently make accelerated progress.

The Power of Talk:
"Talk is thought. It is only when you talk something through that you realise whether you have fully understood it. Talking allows us to develop our thinking, internally question our understanding and, ultimately, learn."

The Power of Active Approaches: Gamification of Learning
"In the natural world, young animals learn through play. We are familiar with this as a concept with babies and toddlers; why, then, do we reject this as children begin to grow? When an idea or concept is made into a game – something which children recognise and respond to – children begin to engage with it and take ownership over it. Gamifying learning allows children to generate ideas for themselves, cultivate their creativity, and lay the foundations for fluent learning."

The Power of Collaboration:
"Creating a classroom climate of collaboration is crucial for the long term sustainability of learning. If we share a common purpose, we are incentivised to work together to develop our collective understanding. The barriers created by fear of personal failure are destroyed and we begin to recognise the power of our own contributions to the learning of the whole group. Not only does this create feelings of self-worth, excitement and engagement with the learning, but it also stimulates creativity and, in the discussion and development of ideas with peers, creates a deeper level of understanding."

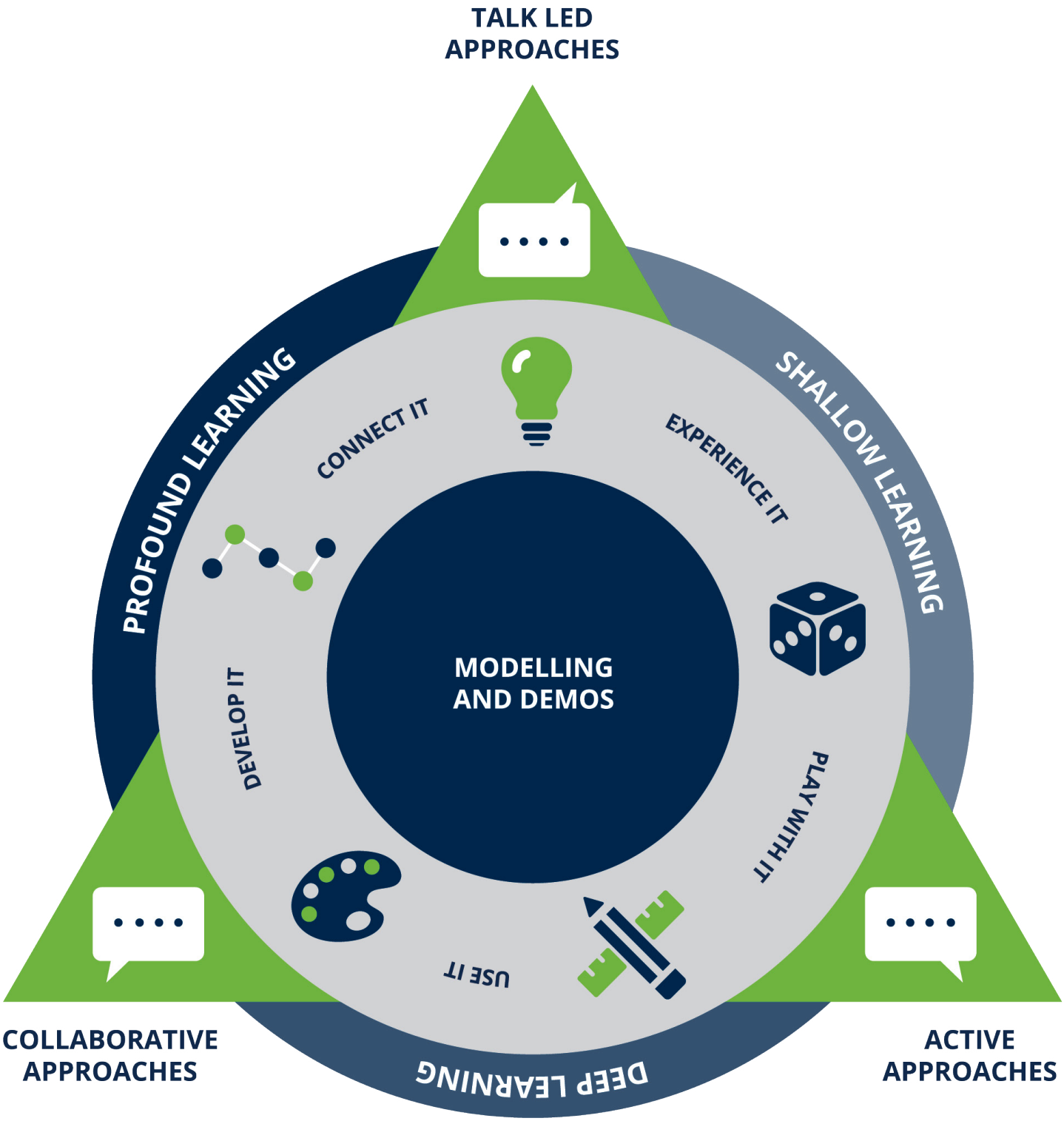


David Maytham
Chief Executive Officer

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A Guide to Progression in Geography

Stage 1: Experience it

Children need **rich experiences** which they can relate to in order to support them in developing a particular skill set. For example, how can you expect a child to use relative clauses in a newspaper report if they have never really experienced this before in any type of meaningful context? The challenge for us as teachers is to find a way to replicate this meaningful experience and practical application in the classroom.

"Hook, Experience, Context and Purpose" is a mantra we use a lot when working with schools. We ask teachers to think back to the last unit or topic they taught and then to consider the four elements of the mantra. What was the hook you used to engage, inspire and excite your children? What experiences did children bring to the activity, or how were you able to replicate experiences to make the learning link to the real world? Did you choose a context which was relevant and did all the children have a clear purpose for their learning, or was it simply 'complete the activities on page 10'?

Stage 2: Play with it

This refers to the **Gamification of Learning.** The power of playing short burst games to practise key skills on a daily basis should not be underestimated. Not only do they act as a hook to excite, engage and challenge the children but they also support children in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.

Stage 3: Use It

Once children have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move on to use it in context. Practical application in context is key to successful outcomes for children.

"Tell me and I'll forget; show me and I may remember; involve me and I'll understand." Chinese proverb

Stage 4: Develop it

Children continue to develop the skill in context. It is absolutely crucial that all adults within the classroom, and within the school at large, position themselves alongside the children as learners, actively engaging in the learning process. High-quality modelling and demonstration should be underpinned by **an active, talk-led, collaborative learning climate,** in which children move from learners to teachers. If a child can teach a particular skill, it means they must have learnt it and are more likely to remember it. As practitioners, we should be aiming to move all our children into becoming teachers. If a child can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another child, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface-level learning to deeper learning and understanding.

Step 5: Connect It

This refers to children making connections across the curriculum. With a deeper understanding, children will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the child from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats as new skills, concepts and ideas are added. This whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.

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A Guide to Progression in Geography

INTRODUCTION



James Lewis
Deputy Director of School Improvement

We are in an ever-shrinking world. Our pupils are likely to have already experienced more cultural and ethnic diversity from around the world than many prior generations. With world news and global reporting, we are ever-increasingly informed about what is happening. Pupils, through their understanding of the skills involved in geography, will be able to understand how the world works, how civilisations grow and develop, how to find their way in the world and how to understand people from a global perspective, but where do we fit in?

This skills progression guide from TT Education is aimed at ensuring teachers have clarity and consistency in how they help pupils learn how to be geographers – what does it take to think like a geographer? To work like a geographer? To access our other subjects through the eyes of a geographer? We have taken the National Curriculum for Geography and, having applied our experiences and understanding of learning and progression, provided you with a guide that will help structure learning effectively – and help pupils to add knowledge to their long-term memories… it will help them learn.

The national curriculum states that "A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time." [National Curriculum 2014].

This guide breaks down all of the elements of skills that pupils are required to develop as part of the national curriculum – and beyond, supported by our Path to Success.

We hope you enjoy this guide and find it useful in supporting your teachers understand progression in skills in geography more deeply.

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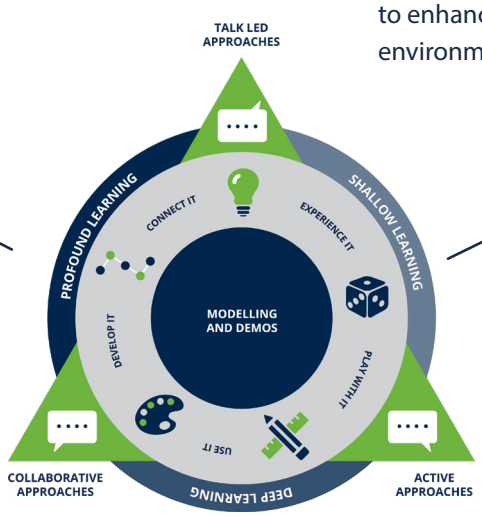
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Connect it...

- Use 'reading skills' language in geography
- Link existing learning to previous 'topics' so pupils can see connections in learning
- Use 'geography skills' vocabulary as a thread to all geography lessons
- Link the subject topics to a range of core and foundation lessons you are working on at the same time
- Utilise geography themes as stimuli for writing and maths outcomes

Experience it...

- Give pupils 'real' experiences, exploring local areas and using ways to see their world 'as geographers'
- Choose texts that explore ecological or geographical concepts (e.g. Flotsam – ocean waste dumping)
- Use research, technology, apps that allow pupils to access geography skills-based work for the current concept
- Trips, visits, visitors, the 'real-world' uses of geography skills
- Use Vocabulary walls and displays to enhance the learning language environment



Develop it...

- Collaborate!
- Pupils discussing how geographic skills can inform problem solving and creativity
- Discuss global issues and our response(s) to them
- Use activities to enhance vocabulary application and use of geography-based language
- Challenge, set tasks that require pupils to 'teach' about a period or aspects of 'being a geographer'

Play with it...

- Word association games and follow-on
- Learn children's games from around the world
- Apply 'how would a geographer…' thinking across the curriculum and outside of class time
- Play travel games – where would you like to live, and why?
- Geography 'flash' – one day a week, share something globally awesome

Use it...

- With literacy requirements as a vehicle, and geographical exploration as a stimulus, explore with pupils how they can evidence their learning and thinking 'as geographers'
- Evidence learning; pictures, videos, scripts, diaries, posters, etc.

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A Progression in Geography Skills — YEAR 1

GRAPHICACY SKILLS

Year 1 pupils should be taught to ...

Keys and symbols:

Use basic symbols in a key

Read maps:

Follow a simple map (e.g. buildings, roads, fields, or use one for a treasure hunt in the school grounds)

Draw maps / plans:

Trace around simple map shapes to reproduce symbols

Digital maps:

With support, do a simple location or post-code search online

Charts and graphs (from Maths National Curriculum)

Tallies and simple tables (from Maths National Curriculum)

Use images:

Explain the difference between image types e.g. photo, drawing

Use photographs (including aerial photos) to recognise basic features (e.g. school on satellite view)

FIELDWORK & PRACTICAL SKILLS

Year 1 pupils should be taught to ...

Use a compass:

Use North, South, East, West for simple navigation e.g. in a rectilinear maze in the playground

Describe position, direction and movement (from Maths National Curriculum)

Observe/measure:

Begin to use first-hand observation using senses (e.g. qualitative comments, or measurements in non-standard units)

Measure to nearest 10cm, e.g. with metre stick painted in 5cm blocks

Locate:

Use simple locational language to describe (e.g. near/far, North, South, East, West)

Record:

Make simple recordings e.g. lists, tallies and simple tables where the template is given

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A Progression in Geography Skills — YEAR 1

ACADEMIC SKILLS

Year 1 pupils should

Ask questions:

Ask and answer simple questions about what they have seen or heard

Discern relevance

n/a

Use sources (from History National Curriculum)

Explain the difference between fiction and non-fiction (from History National Curriculum)

Show some understanding of the ways we can find out about the world (e.g. books, museums, atlases, photographs) (from History National Curriculum)

Present information:

Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate

Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:

- for isolated datasets
- in longer and coherently-structured pieces of work



VOCABULARY

Year 1 ...

For Skills and Fieldwork (Year 1):

map

compass

compass point

direction

North, South, East, West

near, far, up, down, far, further, high(er), underneath, centre, (quarter/half) turn, (anti-)clockwise, position, direction (from Maths National Curriculum)

see, sight, smell, hear, etc. (from Science National Curriculum)

For Location Knowledge (Year 1):

Continents: Europe, Africa, Asia, North and South America, Antarctica, Australia

Oceans: Pacific, Atlantic, Indian, Arctic, Antarctic (Southern)

Capitals: England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast)

For Place Knowledge (Year 1):

area, same, different, point

For Human Geography (Year 1):

city, town, village, factory, farm, house, shop, weekend, journey, abroad, capital, country

From Science National Curriculum: object

For Physical Geography (Year 1):

beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, continent, month, year, season

summer, autumn, winter, spring (from Maths National Curriculum)

weather, hot, cold, desert (vaguely; i.e. more detail at Y3) rain, gauge, wind sock, wind vane

Other relevant content from Maths National Curriculum

equal to, more/less than, larger, smaller, most, least, half, whole, share, group, above, below, underneath, centre, journey, guess, nearly, roughly, close to, old(er) new(er)

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A Progression in Geography Skills — YEAR 2

GRAPHICACY SKILLS

Year 2 pupils should be taught to ...

Keys and symbols:

Use basic symbols in a key. Use and construct basic symbols in a key

Recognise and identify basic OS symbols

Read maps:

Use simple grid references to locate squares on a map (e.g. A1, D7)

Draw maps / plans:

Devise a simple map (e.g. sketch map of places in stories, school grounds)

Digital maps:

Use digital technologies: zoom in/out on a map

Begin to highlight and annotate digital maps

Charts and graphs (from Maths National Curriculum)

Pictograms, tally charts, block diagrams, simple tables (from Maths National Curriculum)

Use images:

Start to understand the purpose of different image types

Use aerial photographs and plan perspectives to recognise landmarks and basic features

FIELDWORK & PRACTICAL SKILLS

Year 2 pupils should be taught to ...

Use a compass:

Use North, South, East, West to describe locations and routes on a map

Connect idea of turns to right angles (from Maths National Curriculum)

Observe/measure:

Use first-hand observations (e.g. qualitative comments and starting to measure in standard units)

Measure to nearest cm and gram. Use litres for volume and °C for temperature

Scales in divisions of ones, twos, fives, tens where the numbers are given (from Maths National Curriculum)

Locate:

Use simple locational language (e.g. secure use of left/right from own perspective)

Record:

Make more sophisticated recordings, e.g. frequency tables



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A Progression in Geography Skills YEAR 2

ACADEMIC SKILLS

Year 2 pupils should be taught to ...

Ask questions:

Show curiosity by voluntarily asking questions about what they have seen, heard or read

Discern relevance

Start to make selections, e.g. from or within sources of information

Use sources (from History National Curriculum)

Identify ways that geography is presented and represented (e.g. fiction, images, maps) (from History National Curriculum)

Present information:

Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.

Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:

- for isolated datasets
- in longer and coherently-structured pieces of work

VOCABULARY

Year 2 ...

For Skills and Fieldwork (Year 2):

atlas, key, symbol, scale, environment, surroundings

left, right, beyond

contains, further, furthest, higher, lower, route, map, plan

mass, weight, capacity, volume, set square (from Maths National Curriculum)

For Location Knowledge (Year 2):

Alternatives (continents): *Australasia, Oceania, Sahul, Zealandia*

Eurasia, Afro-Eurasia

Oceans: *North and South Atlantic*

Capitals: *Irish Republic/Eire* (Dublin)

English Channel, North Sea, Irish Sea, Celtic Sea

For Place Knowledge (Year 2):

similarity, difference

For Human Geography (Year 2):

office, port, harbour, estuary, bay

channel

material, artificial, natural (from Science National Curriculum)

For Physical Geography (Year 2)

vegetation, seasonal, daily (weekly, monthly, etc), *fortnight, January, February* (etc)

island, peninsula

poles, equator, temperature, thermometer

habitat, life cycle, food chain, food web (from Science National Curriculum)

Other relevant content from Maths National Curriculum

compare, order, value, rank, represents, stands for, exact(ly), round, nearest, fractions, symbol, calculate, measuring, scale

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A Progression in Geography Skills — YEAR 3

GRAPHICACY SKILLS

Year 3 pupils should be taught to ...

Keys and symbols:

Use keys to build knowledge/research

Start to understand complex keys e.g. size of symbol for quantity

Start to understand contour lines

Read maps:

Use maps [atlases, and globes] to locate and to start to describe features

Use 4 figure grid references to build knowledge (i.e. research)

Work out simple distances from a map (e.g. aerial distance, or along a straight road)

Draw maps / plans:

Create a sketch map - e.g. of a short route, or a building plan with simple symbols

Start to draw to scale (positive integer scaling and simple correspondence - from Maths National Curriculum)

Digital maps:

Start measuring distance on Digimaps

'Zoom' for a purpose and explain the scale

Annotate digital maps with text/labels

Charts and graphs (from Maths National Curriculum)

Bar charts (e.g. not blocks); use more complex tables (from Maths National Curriculum)

Use images:

Understand and explain the reliability / purpose of different picture types (include historical silhouettes and lithographs – link to Science 'light' topic)

FIELDWORK & PRACTICAL SKILLS

Year 3 pupils should be taught to ...

Use a compass:

Start to **use eight points of a compass** - and link to magnets and poles (Science)

Start to use idea of degrees to measure turns (from Maths National Curriculum)

Observe/measure:

Start to evaluate own observations, and compare them with others'

Start to estimate length and distance

Measure to nearest mm, nearest 10ml, and 45° for angle

Convert between units, e.g. m to cm (from Maths National Curriculum)

Start to understand the concept of area (from Maths National Curriculum)

Use scales in ones, twos, fives and tens where numbers may be missing. (from Maths National Curriculum)

Locate:

Secure use **of left and right from any perspective** (e.g. with an upside-down map)

Record:

Take simple notes i.e. using *abbreviations, deliberate misuse of grammar, etc*

Use sketch maps, tables, jotted diagrams, subdivided lists, etc

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A Progression in Geography Skills — YEAR 3

ACADEMIC SKILLS

Year 3 pupils should be taught to...

Ask questions:

Start to frame questions and answers in geographically valid ways (e.g. about change/difference)

Discern relevance

Select information according to relevance (i.e. spot the 'main' landmarks)

Use sources (from History National Curriculum)

Explain the difference between primary and secondary data (from History National Curriculum)

Start to show awareness that there are different ways to represent geographical information, and that these might inform opinions and beliefs (from History National Curriculum)

Present information:

Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate

Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:

- for isolated datasets
- in longer and coherently-structured pieces of work

VOCABULARY

Year 3 ...

For Skills and Fieldwork (Year 3):

atlas, globe, grid, reference

North-East, South-East, South-West, North-West

area (square miles, etc), *contour*

population

parallel, coordinates, easting, northing, degrees, acute and obtuse angle (from Maths National Curriculum)

For Location Knowledge (Year 3):

Regions: *North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, East Anglia, (Greater) London, South East, South West*

Orkney, Shetland, Hebrides, archipelago

authority, council, government, borough, district, administration, municipality

Arctic Circle, Antarctic Circle, tropics/tropical

hemisphere (from Maths National Curriculum)

For Place Knowledge (Year 3):

region, case study, contrast, compare

For Human Geography (Year 3):

settlement, locality, community, culture, energy, renewable, minerals, function, (inter)national, canal, waterway

amount, worth, expensive (from Maths National Curriculum)

million, billion (i.e. for population but not in much detail yet; million is Y5 Maths NC, billion not at all)

For Physical Geography (Year 3)

rivers, mountains, natural resources, characteristic

climate zones, vegetation belts (*forest, grassland, tundra, desert, ice sheet*), *climate, soil, tropical, temperate*

igneous, metamorphic, sedimentary, pressure, heat, crystals, fossil, organic (from Science National Curriculum)

Other relevant content from Maths National Curriculum

corresponding, equivalent, positive, negative, round up/down, approximate(ly), estimate, remainder, data(base), row, column, cell (from Maths National Curriculum)

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A Progression in Geography Skills YEAR 4

GRAPHICACY SKILLS

Year 4 pupils should be taught to ...
Keys and symbols:
Use complex keys to build knowledge e.g. making quantitative estimates based on size of symbol
Understand contour lines
Read maps:
Use the contents and index of an atlas
Use oblique and aerial views
Start to use 6 figure grid references
Use a scale to reasonably estimate distances (e.g. along roads/waterways)
Start to explain ideas using a thematic map for reference
Draw maps / plans:
Draw a map or plan from a description
Create a scale-bar
Draw cross-sections (harder integer correspondence, from Maths National Curriculum)
Digital maps:
Accurately measure distance, including non-linear distances
Annotate digital maps with markers, text, photographs, hyperlinks, etc
Use digital maps for a purpose (e.g. select, 'screengrab' and paste into .pub/.ppt/.doc)
Charts and graphs (from Maths National Curriculum)
Time graphs 'and other graphs' (from Maths National Curriculum)
Use discrete and continuous data (from Maths National Curriculum)
Use images:
Compare the context and purpose (reliability) of different photographs
Use digital technologies to alter photos/images

FIELDWORK & PRACTICAL SKILLS

Year 4 pupils should be taught to ...
Use a compass:
Confidently use the eight points of a compass
Use concepts of acute/obtuse angles, i.e. increasingly understanding turns (from Maths National Curriculum)
Observe/measure:
Evaluate own observations and compare them with others'
Make reasonable estimations of length and distance; start to estimate mass, capacity and angle
Start to understand inches and miles, stone and pounds, Fahrenheit
Understand the concept of area (from Maths National Curriculum)
Use more complex scales where some numbers may be missing (from Maths National Curriculum)
Locate:
n/a
Record:
Take quantitative and qualitative notes about observations
Start to include continuous data
Make simple calculations while in the field

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A Progression in Geography Skills

YEAR 4

ACADEMIC SKILLS

Year 4 pupils should be taught to ...

Ask questions:

Ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference)

Discern relevance

Note connections, contrasts and trends and use these to order by relevance

Use sources (from History National Curriculum)

Recognise that geographical 'facts' can vary depending on the source, and begin to suggest reasons for this

Present information:

Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.

Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:

- for isolated datasets
- in longer and coherently-structured pieces of work

VOCABULARY

Year 4 ...

For Skills and Fieldwork (Year 4):

sort, classify, property

From Maths National Curriculum: base, spherical, cylindrical (and other 3D shapes for FW description) concave, convex, symmetrical, reflect, construct, sketch, protractor, translation, rotation, survey, questionnaire, interpret

For Location Knowledge (Year 4):

time zone, federation, union, autonomy, sovereign, state, province

Name and locate *European countries and capitals*

Name and locate *Russia, Moscow, St Petersburg*

Name and locate (with their capitals): *Canada, USA* (also New York, San Francisco, LA) *Mexico, Brazil, Argentina, Panama*

Identify location of *China, Japan, Australia, India, Pakistan, Israel, Egypt, Nigeria, Kenya, South Africa*

For Place Knowledge (Year 4):

trend

For Human Geography (Year 4):

economic activity, trade links, land use, finance retail municipal industrial employment infrastructure, arable pastoral, mixed farming, carrying capacity, statistics, contiguous

From Science National Curriculum: *impact, settlement, waste, sewage, pollution, sound pollution*

For Physical Geography (Year 4)

volcano, earthquake, epicentre, zenith, focus, tectonic

biome, vegetation, region, dominant, environmental anemometer barometer

From Science National Curriculum: *water cycle, precipitation, evaporation, condensation*

Other relevant content from Maths National Curriculum

negative numbers

increase, decrease, factor

plot, quadrant, origin

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A Progression in Geography Skills — YEAR 5

GRAPHICACY SKILLS

Year 5 pupils should be taught to ...
Keys and symbols:
Start to create complex keys using mathematical concepts e.g. size of symbol for quantity
Read maps:
Use maps and atlases, globes and digital/computer mapping to locate and describe features
Use 6 figure grid references to build knowledge
Relate differently-scaled maps to each other
Explain ideas using a thematic map for reference
Draw maps / plans:
Start to draw thematic maps
Create a map from Fieldwork measurements
Scale by simple fractions (from Maths National Curriculum)
Digital maps:
Use linear and area measuring tools
Start to use digital maps (and selections from them) at different scales, to illustrate a point
Charts and graphs
Complete and interpret tables, including timetables (from Maths National Curriculum)
Calculate the mode and range
Use images:
Use digital technologies to alter photos/images and explain the impact (e.g. reliability)

FIELDWORK & PRACTICAL SKILLS

Year 5 pupils should be taught to ...
Use a compass:
Convert between eight compass points and azimuth bearings
Draw angles up to 360° (from Maths National Curriculum)
Observe/measure:
Estimate length, distance, mass, capacity, angle; start to estimate temperature and area
Measure angle to the nearest degree
Use approximate equivalences between metric and imperial (from Maths National Curriculum)
Calculate area, start to understand volume (from Maths National Curriculum)
Locate:
n/a
Record:
Start to group observations and collected data while in the field, into complex tables, diagrams and flow charts

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A Progression in Geography Skills YEAR 5

ACADEMIC SKILLS

Year 5 pupils should be taught to ...

Ask questions:

Ask and answer geographically valid questions (e.g. about significance, relevance, reliability, perspective)

Discern relevance

Explain the usefulness, reliability and relevance of information

Use sources (from History National Curriculum)

Begin to explain how Geographical 'facts' are often interpreted to support opinions (from History National Curriculum)

Present information:

Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate

Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:

- for isolated datasets
- in longer and coherently-structured pieces of work

VOCABULARY

Year 5 ...

For Skills and Fieldwork (Year 5):

diagonal protractor, reflex angle, rotation symmetry (from Maths National Curriculum)

For Location Knowledge (Year 5):

latitude, longitude, equator, North and South hemisphere, Tropics of Cancer and Capricorn, Prime/ Greenwich Meridian

Name and locate remaining **countries and capitals of the Americas**

Identify countries and cities on other continents that are of interest to children e.g. *Bangladesh Indonesia Malaysia Singapore, New Zealand, Madagascar*

For Place Knowledge (Year 5):

erosion

For Human Geography (Year 5):

Distribution (of natural resources etc)

arrive, depart, statistics, timetable, line graph, bar, line chart, mode, range, maximum, minimum, outcome (from Maths National Curriculum)

million (from Maths National Curriculum - so that pupils understand more than in Year 3)

For Physical Geography (Year 5) (from Science National Curriculum):

topography, erosion, stock, stack, column, cave, cliff, wave, force, friction, gravity (from Science National Curriculum)

Other relevant content from Maths National Curriculum

percentage

prime, cancel (out), imperial (unit), inch, pound, pint (etc)

average, mode, range

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A Progression in Geography Skills YEAR 6

GRAPHICACY SKILLS

Year 6 pupils should be taught to ...
Keys and symbols:
Create complex keys
Read maps:
Explain how types of map give different perspectives / show prejudice (e.g. the Peters Projection)
Confidently use distribution/thematic maps to illustrate an idea or discussion
Draw maps / plans:
Design and draw distribution/thematic maps
Digital maps:
Use linear and area measuring tools accurately
Use careful selections from digital maps to illustrate points verbally (e.g. with .ppt) or in written form (e.g. .pub, .doc)
Charts and graphs
Read, interpret and use pie charts and line graph
Calculate the mean.
Use images:
Carefully select images for a purpose (e.g. as evidence, or to show reliability)

FIELDWORK AND PRACTICAL SKILLS

Year 6 pupils should be taught to ...
Use a compass:
Show awareness of the 16-point compass rose, and compass quadrant bearings
Observe/measure:
Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature
Fluency with converting units, (including between metric and imperial from Maths National Curriculum)
Calculate area, start to understand volume (from Maths National Curriculum)
Locate:
n/a
Record:
Group and redraft observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs
Make calculations in the field e.g. mean averages

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A Progression in Geography Skills — YEAR 6

ACADEMIC SKILLS

Year 6 pupils should be taught to ...

Ask questions:

Regularly ask and answer perceptive questions in geographically valid ways

Discern relevance

Thoughtfully organise information by relevance, and politely critique others

Use sources (from History National Curriculum)

Start to understand the idea of 'tertiary' sources data

Explain and critique the way geographical 'facts' are used and interpreted to support opinions

Present information:

Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate

Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:

- for isolated datasets
- in longer and coherently-structured pieces of work

VOCABULARY

Year 6 ...

For Skills and Fieldwork (Year 6):

NNE ENE ESE etc (16 point compass rose isn't official at primary)

radius, diameter, circumference, concentric, arc, intersecting, plane, cross-section (for Fieldwork descriptions, from Maths National Curriculum)

For Location Knowledge (Year 6):

Name and locate countries/cities on other continents that might be / have been in the news: *Afghanistan, Iran, Iraq, Saudi Arabia, Yemen, North and South Korea, Hong Kong, Zimbabwe, Sudan*

For Place Knowledge (Year 6):

n/a

For Human Geography (Year 6):

economy

zone/sphere of influence

demographic

recurring, quantities, scale, proportion, ratio (from Maths National Curriculum)

For Physical Geography (Year 6) (from Science National Curriculum)

adaptation

evolution

survival of the fittest

Other relevant content from Maths National Curriculum

appropriate

accuracy

determine

mean

common factor

common denominator

four quadrants

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Progression: geography skills, knowledge and understanding

VOCABULARY FOR GEOGRAPHY

Year 1
Vocabulary for Skills and Fieldwork (Year 1):
map
compass
compass point
direction
North, South, East, West
Vocabulary for Location Knowledge (Year 1):
Continents…
Europe
Africa
Asia
North and South America
Antarctica
Oceans…
Pacific
Atlantic
Indian
Arctic
Antarctic (Southern)
Capitals…
England (London)
Scotland (Edinburgh)
Wales (Cardiff)
Northern Ireland (Belfast)
Vocabulary for Place Knowledge (Year 1):
area
same
different
point
Vocabulary for Human Geography (Year 1):
city
town
village

Year 1 (continued)
Vocabulary for Human Knowledge (Year 1, cont'd):
factory
farm
house
shop
weekend
journey
abroad
capital
country
Vocabulary for Physical Geography (Year 1):
beach
cliff
coast
forest
hill
mountain
sea
ocean
river
soil
valley
continent
month
year
season
weather
hot
cold
desert (i.e. more detail at Y3)
rain
gauge
wind sock
wind vane

Year 2
Vocabulary for Skills and Fieldwork (Year 2):
atlas
key
symbol
scale
environment
surroundings
left
right
beyond
contains
further
furthest
higher
lower
route
map
plan
Vocabulary for Location Knowledge (Year 2):
Continents - alternative names…
Australasia
Oceania
Sahul
Zealandia
Eurasia
Afro-Eurasia
Oceans…
N and S Atlantic
Seas…
English Channel
North Sea
Irish Sea
Celtic Sea
Capitals…
Irish Republic/Eire (Dublin)

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Progression: geography skills, knowledge and understanding

VOCABULARY FOR GEOGRAPHY

Year 2 (continued)
Vocabulary for Place Knowledge (Year 2):
similarity
difference
Vocabulary for Human Geography (Year 2):
office
port
harbour
estuary
bay
channel
Vocabulary for Physical Geography (Year 2):
vegetation
seasonal
daily (weekly monthly etc)
fortnight
January, February (etc)
island
peninsula
poles
equator
temperature
thermometer

Year 3
Vocabulary for Skills and Fieldwork (Year 3):
atlas
globe
grid
reference
North East (NE)
South East (SE)
South West (SW)
North West (NW)
area (square miles etc)
contour
population
Vocabulary for Location Knowledge (Year 3):
Regions...
North East
North West
Yorkshire and the Humber
West Midlands
East Midlands
East Anglia
(Greater) London,
South East
South West
Orkney
Shetland
Hebrides
archipelago
authority
council
government
borough
district
administration

Year 3 (continued)
Vocabulary for Location Knowledge (Year 3, cont'd):
municipality
Arctic Circle
Antarctic Circle
tropics/tropical
Vocabulary for Place Knowledge (Year 3):
region
case study
contrast
compare
Vocabulary for Human Geography (Year 3):
settlement
locality
community
culture
energy
renewable
minerals
function
(inter)national canal
waterway
Vocabulary for Physical Geography (Year 3):
rivers
mountains
natural resources
characteristic
climate zones
vegetation belts
forest, grassland, tundra, desert, ice sheet
climate
soil
tropical
temperate

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Progression: geography skills, knowledge and understanding

VOCABULARY FOR GEOGRAPHY

Year 4
Vocabulary for Skills and Field-work (Year 4):
sort
classify
property
Vocabulary for Location Knowledge (Year 4):
time zone
federation
union
autonomy
sovereign
state
province
Name and locate European countries and capitals
Name and locate: *Russia, Moscow, St Petersburg*
Name and locate (with their capitals): *Canada, USA (also New York, San Francisco, LA),Mexico, Brazil, Argentina, Panama*
Identify location of China, *Japan, Australia, India, Pakistan, Israel, Egypt, Nigeria, Kenya, South Africa*
Vocabulary for Place Knowledge (Year 4):
trend
Vocabulary for Human Geography (Year 4):
economic activity
trade links
land use
finance
retail
municipal

Year 4 (continued)
Vocabulary for Human Geography (Year 4, cont'd):
industrial
employment
infrastructure
arable
pastoral
mixed farming
carrying
capacity
statistics
contiguous
Vocabulary for Physical Geography (Year 4, cont'd):
volcano
earthquake
epicentre
zenith
focus
tectonic
biome
vegetation
region
dominant
environmental
anemometer
barometer

Year 5
Vocabulary for Skills and Fieldwork (Year 5):
n/a
Vocabulary for Location Knowledge (Year 5):
latitude
longitude
equator
Northern and Southern Hemisphere
Tropics of Cancer and Capricorn
Prime meridian/Greenwich Meridian
Name and locate remaining **countries and capitals of the Americas**
Identify countries and cities on other continents that are of interest to children e.g. *Bangladesh Indonesia Malaysia Singapore, New Zealand, Madagascar*
Vocabulary for Place Knowledge (Year 5):
erosion
Vocabulary for Human Geography (Year 5):
distribution (of natural resources etc)

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Progression: geography skills, knowledge and understanding

VOCABULARY FOR GEOGRAPHY

Year 6

Vocabulary for Skills and Fieldwork (Year 6):

NNE ENE ESE etc (16 point compass rose isn't official at primary)

Vocabulary for Location Knowledge (Year 6):

Name and locate countries/cities on other continents that might be / have been in the news: *Afghanistan, Iran, Iraq, Saudi Arabia, Yemen, North and South Korea, Hong Kong, Zimbabwe, Sudan*

Vocabulary for Place Knowledge (Year 6):

n/a

Vocabulary for Human Geography (Year 6):

economy, zone/sphere of influence, demographic

Vocabulary for Physical Geography (Year 6):

n/a

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Progression: geography skills, knowledge and understanding

VOCABULARY FOR GEOGRAPHY FROM MATHS & SCIENCE

Year 1	Year 2	Year 3
Vocabulary for Skills and Fieldwork (Year 1):	**Vocabulary for Skills and Fieldwork (Year 2):**	**Vocabulary for Skills and Fieldwork (Year 3):**
near, far, up, down, far, further, high(er), underneath, centre, (quarter/half) turn, (anti-)clockwise, position, direction (from Maths National Curriculum)	*mass, weight, capacity, volume, set, square* (from Maths National Curriculum).	*parallel, coordinates, easting, northing, degrees, acute and obtuse angle* (from Maths National Curriculum).
See, sight, smell, hear, etc (from Science National Curriculum)		
Vocabulary for Location Knowledge (Year 1):	**Vocabulary for Location Knowledge (Year 2):**	**Vocabulary for Location Knowledge (Year 3):**
		hemisphere (from Maths National Curriculum).
Vocabulary for Human Geography (Year 1):	**Vocabulary for Human Geography (Year 2):**	**Vocabulary for Human Geography (Year 3):**
object (from Science National Curriculum)	*material, artificial, natural* (from Science National Curriculum)	*amount, worth, expensive* (from Maths National Curriculum).
		million, billion (from Maths National Curriculum - i.e. for population but not in much detail yet; million is Y5 Maths NC, billion not at all).
Vocabulary for Physical Geography (Year 1):	**Vocabulary for Physical Geography (Year 2):**	**Vocabulary for Physical Geography (Year 3):**
summer, autumn, winter, spring (from Maths National Curriculum)	*habitat, life cycle, food chain, food web* (from Science National Curriculum).	*igneous, metamorphic, sedimentary, pressure, heat, crystals, fossil, organic* (from Science National Curriculum).
More from the Maths National Curriculum (Year 1)	**More from the Maths National Curriculum (Year 2)**	**More from the Maths National Curriculum (Year 3)**
equal to, more/less than, larger, smaller, most, least, half, whole, share, group	*compare, order, value, rank, represents, stands for, exact(ly), round, nearest*	*corresponding, equivalent, positive, negative, round up/down, approximate(ly), estimate, remainder, data(base), row, column, cell, fractions, symbol, calculate, measuring scale*
above, below, underneath, centre, journey, guess, nearly roughly, close to, old(er), new(er)	*fractions, symbol, calculate, measuring scale*	

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Progression: geography skills, knowledge and understanding

VOCABULARY FOR GEOGRAPHY FROM MATHS & SCIENCE

Year 4	Year 5	Year 6
Vocabulary for Skills and Fieldwork (Year 4):	**Vocabulary for Skills and Fieldwork (Year 5):**	**Vocabulary for Skills and Fieldwork (Year 6):**
base, spherical, cylindrical (and other 3D shapes for Fieldwork description), *concave, convex, symmetrical, reflect, construct, sketch, protractor, translation, rotation, survey, questionnaire, interpret* (from Maths National Curriculum).	*diagonal, protractor, reflex angle, rotation, symmetry* (from Maths National Curriculum)	*radius, diameter, circumference, concentric, arc, intersecting, plane, cross-section* (from Maths National Curriculum).
Vocabulary for Location Knowledge (Year 3):	**Vocabulary for Location Knowledge (Year 3):**	**Vocabulary for Location Knowledge (Year 3):**
Vocabulary for Human Geography (Year 4):	**Vocabulary for Human Geography (Year 5):**	**Vocabulary for Human Geography (Year 6):**
impact, settlement, waste, sewage, pollution, sound pollution (from Science National Curriculum).	*arrive, depart, statistics, timetable, line graph, bar line chart, mode, range, maximum, minimum, outcome* (from Maths National Curriculum)	*recurring, quantities, scale, proportion, ratio* (from Maths National Curriculum).
	million (from Maths National Curriculum - so they understand more than in Y3)	
Vocabulary for Physical Geography (Year 4):	**Vocabulary for Physical Geography (Year 5):**	**Vocabulary for Physical Geography (Year 6):**
water cycle, precipitation, evaporation, condensation (from Science National Curriculum)	*topography, erosion, stock, stack, column, cave, cliff, wave, force, friction, gravity* (from Science National Curriculum)	*adaptation, evolution, survival of the fittest* (from Science National Curriculum)
More from the Maths National Curriculum (Year 4)	**More from the Maths National Curriculum (Year 5)**	**More from the Maths National Curriculum (Year 6)**
negative numbers	*percentage, prime, cancel (out), imperial (unit), inch, pound, pint (etc), average, mode, range*	*appropriate, accuracy, determine, mean, common factor, common denominator, four quadrants*
increase, decrease, factor, plot, quadrant, origin		

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OTHER RELEVANT NATIONAL CURRICULUM CONTENT

Year 1	Year 2	Year 3
From Maths National Curriculum (Y1)	**From Maths National Curriculum (Y2)**	**From Maths National Curriculum (Y3)**
	Compare and order up to 100, using < > and = signs	Compare and order up to 1000
One more / less than	10 more / less than	100 more / less than
From Science National Curriculum (Y1)	**From Science National Curriculum (Y2)**	**From Science National Curriculum (Y3)**
Grouping objects and materials (PG, HG)	Uses of materials (PG, HG)	Fossils, rocks (HG, PG - natural resources)
	Basic food chains; habitats and life cycles (PG)	Life requirements of plants; shadows (PG - vegetation belts)
	Exercise, diet, hygiene (HG - health care)	
Using human senses (observation in fieldwork)		Magnets (compass, poles)

LK = Location Knowledge PK = Place Knowledge HG = Human Geography PG = Physical Geography

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OTHER RELEVANT NATIONAL CURRICULUM CONTENT

Year 4	Year 5	Year 6
From Maths National Curriculum (Y4)	**From Maths National Curriculum (Y5)**	**From Maths National Curriculum (Y6)**
Compare and order up to 10,000	Read, write, compare and order numbers up to a million, and to three decimal places	Compare and order up to 10 million
1000 more / less than		Unequal sharing and grouping problems
Round to nearest 1, 10, 100 or 1000	Round to nearest 0.1, 10,000 or 100,000	Estimate and round and determine an appropriate degree of accuracy
	Interpret remainders in context	
	Recognise and understand the % symbol	Calculate with %, decimals and fractions
From Science National Curriculum (Y4)	**From Science National Curriculum (Y5)**	**From Science National Curriculum (Y6)**
Changes of state (PG - water cycle)	Revisit materials - uses and changes (HG - settlements, coastal erosion etc)	Revisit fossils (PG)
Environmental changes and impact on living things (PG - biomes, vegetation belts, habitats)	Forces and friction (PG - erosion)	Evolution and variation (PG - biomes etc); revisit shadows
Sound (pollution, i.e. HG - settlements)	Revisit: reproductive processes and life cycles, including human (HG - settlement, healthcare etc)	Revisit diet (HG)
	Space (LK - Earth tilt and tropics, GPS, PG weather patterns)	

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Progression: geography skills, knowledge and understanding

GRAPHICACY SKILLS

Year 1	Year 2	Year 3
Keys and symbols:	**Keys and symbols:**	**Keys and symbols:**
Use basic symbols in a key	**Use basic symbols in a key. Use and construct basic symbols in a key**	**Use keys to build knowledge/**re-search
		Start to understand complex keys e.g. size of symbol for quantity
	Recognise and identify basic OS symbols	Start to understand contour lines
Read maps:	**Read maps:**	**Read maps:**
Follow a simple map (e.g. buildings, roads, fields, or use one for a treasure hunt in the school grounds)		**Use maps [atlases, and globes] to locate and to start to describe features**
	Use simple grid references to locate squares on a map (e.g. A1, D7)	**Use 4 figure grid references to build knowledge** (i.e. research)
		Work out simple distances from a map (e.g. aerial distance, or along a straight road)
Draw maps / plans:	**Draw maps / plans:**	**Draw maps / plans:**
Trace around simple map shapes to reproduce symbols	**Devise a simple map** (e.g. sketch map of places in stories, school grounds)	**Create a sketch map** - e.g. of a short route, or a building plan with simple symbol.
		Start to draw to scale (positive integer scaling and simple correspondence - from Maths National Curriculum)
Digital maps:	**Digital maps:**	**Digital maps:**
With support, do a simple location or post-code search online	**Use digital technologies:** zoom in/ out on a map	Start measuring distance on Digimaps
	Begin to highlight and annotate digital maps	'Zoom' for a purpose and explain the scale
		Annotate digital maps with text

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Progression: geography skills, knowledge and understanding

GRAPHICACY SKILLS

Year 4	Year 5	Year 6
Keys and symbols:	**Keys and symbols:**	**Keys and symbols:**
Use complex keys to build knowledge e.g. making quantitative estimates based on size of symbol	**Start to create complex keys using mathematical concepts** e.g. size of symbol for quantity	**Create complex keys**
Understand contour lines		
Read maps:	**Read maps:**	**Read maps:**
Use the contents and index of an atlas	**Use maps and atlases, globes and digital/computer mapping to locate and describe features**	Explain how types of map give different perspectives / show prejudice (e.g. the Peters Projection)
Use oblique and aerial views.	**Use 6 figure grid references to build knowledge**	
Start to use 6 figure grid references	Relate differently-scaled maps to each other	
Use a scale to reasonably estimate distances (e.g. along roads/waterways)	Explain ideas using a thematic map for reference	
Start to explain ideas using a thematic map for reference	Scale by simple fractions (from Maths National Curriculum)	Confidently use distribution/ thematic maps to illustrate an idea or discussion
Draw maps / plans:	**Draw maps / plans:**	**Draw maps / plans:**
Draw a map or plan from a description	Start to draw thematic maps	Design and draw distribution/ thematic maps
Create a scale-bar	Create a map from Fieldwork measurements	
Draw cross-sections (harder integer correspondence, from Maths National Curriculum)		
Digital maps:	**Digital maps:**	**Digital maps:**
Accurately measure distance, including non-linear distances	Use linear and area measuring tools	Use linear and area measuring tools accurately
Annotate digital maps with markers, text, photographs, hyperlinks, etc	Start to use digital maps (and selections from them) at different scales, to illustrate a point	Use careful selections from digital maps to illustrate points verbally (e.g. with .ppt) or in written form (e.g. .pub, .doc)

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Progression in geography skills, knowledge and understanding

GRAPHICACY SKILLS (CONTINUED)

Year 1	Year 2	Year 3
Charts and graphs (from Maths National Curriculum)	**Charts and graphs** (from Maths National Curriculum)	**Charts and graphs** (from Maths National Curriculum)
Tallies and simple tables (from Maths National Curriculum)	Pictograms, tally charts, block diagrams, simple tables	Bar charts (e.g. not blocks); use more complex tables (from Maths National Curriculum)
Use images:	**Use images:**	**Use images:**
Explain the difference between image types e.g. photo, drawing	Start to understand the purpose of different image types	Understand and explain the reliability / purpose of different picture types (include historical silhouettes and lithographs – link to Science 'light' topic)
Use photographs *(including aerial photos)* to recognise basic features (e.g. school on satellite view)	**Use aerial photographs and plan perspectives** to recognise landmarks and basic features	

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GRAPHICACY SKILLS (CONTINUED)

Year 4	Year 5	Year 6
Charts and graphs (from Maths National Curriculum)	**Charts and graphs** (from Maths National Curriculum)	**Charts and graphs** (from Maths National Curriculum)
Time graphs 'and other graphs' (from Maths National Curriculum)	Complete and interpret tables, including timetables (from Maths National Curriculum)	Read, interpret and use pie charts and line graphs
Use discrete and continuous data (from Maths National Curriculum)	Calculate the mode and range (from Maths National Curriculum)	Calculate the mean (from Maths National Curriculum)
Use images:	**Use images:**	**Use images:**
Compare the context and purpose (reliability) of different photographs	**Use digital technologies** to alter photos/images and explain the impact (e.g. reliability)	Carefully select images for a purpose (e.g. as evidence, or to show reliability)
Use digital technologies to alter photos/images		

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Progression: geography skills, knowledge and understanding

FIELDWORK & PRACTICAL SKILLS

Year 1	Year 2	Year 3
Use a compass:	**Use a compass:**	**Use a compass:**
Use North, South, East, West for simple navigation e.g. in a rectilinear maze in the playground	**Use North, South, East, West** to describe locations and routes on a map	Start to **use eight points of a compass** - and link to magnets and poles (Science)
Describe position, direction and movement (from Maths National Curriculum)	Connect idea of turns to right angles (from Maths National Curriculum)	Start to use idea of degrees to measure turns (from Maths National Curriculum)
Observe/measure:	**Observe/measure:**	**Observe/measure:**
Begin to use first-hand observation using senses (e.g. qualitative comments, or measure in non-standard units	**Use first-hand observations** (e.g. qualitative comments and starting to measure in standard uni	Start to evaluate own observations, and compare them with others'
		Start to estimate length and distance.
Measure to nearest 10cm, e.g. with metre stick painted in 5cm blocks	**Measure to nearest cm and gram.** Use litres for volume and °C for temperature	Measure to nearest mm, nearest 10ml, and 45° for angle. Convert between units, e.g. m to cm (from Maths National Curriculum).
		Start to understand the concept of area (from Maths National Curriculum).
	Scales in divisions of ones, twos, fives, tens where the numbers are given (from Maths National Curriculum).	Use scales in ones, twos, fives and tens where numbers may be missing. (from Maths National Curriculum).
Locate:	**Locate:**	**Locate:**
Use simple locational language to describe (e.g. near far, NSEW).	**Use simple locational language** (e.g. secure use of left/right from own perspective).	Secure use **of left and right from any perspective** (e.g. with an upside-down map).
Record:	**Record:**	**Record:**
Make simple recordings e.g. lists, tallies and simple tables where the template is given	**Make more sophisticated recordings** e.g. frequency tables	Take simple notes i.e. using abbreviations, deliberate misuse of grammar, etc
Tallies and simple tables		Use sketch maps, tables, jotted diagrams, subdivided lists, etc

Progression: geography skills, knowledge and understanding

FIELDWORK & PRACTICAL SKILLS

Year 4	Year 5	Year 6
Use a compass:	**Use a compass:**	**Use a compass:**
Confidently use the eight points of a compass	Convert between eight compass points and azimuth bearings	Show awareness of the 16-point compass rose, and compass quadrant bearings
Use concepts of acute/obtuse angles, i.e. increasingly understanding turns (from Maths National Curriculum)	Draw angles up to 360° (from Maths National Curriculum)	
Observe/measure:	**Observe/measure:**	**Observe/measure:**
Evaluate own observations and compare them with others'		
Make reasonable estimations of length and distance; start to estimate mass, capacity and angle	Estimate length, distance, mass, capacity, angle; start to estimate temperature and area	Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature
Start to understand inches and miles, stone and pounds, Fahrenheit	Measure angle to the nearest degree Use approximate equivalences between metric and imperial (from Maths National Curriculum)	Fluency with converting units, including between metric and imperial (from Maths National Curriculum).
Understand the concept of area (from Maths National Curriculum)	Calculate area, start to understand volume (from Maths National Curriculum)	Calculate area, start to understand volume (from Maths National Curriculum)
Use more complex scales where some numbers may be missing (from Maths National Curriculum)		
Locate:	**Locate:**	**Locate:**
n/a	n/a	n/a
Record:	**Record:**	**Record:**
Take quantitative and qualitative notes about observations	Start to group observations and collected data while in the field, into complex tables, diagrams and flow charts	Group and redraft observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs
Start to include continuous data. Make simple calculations while in the field		Make calculations in the field e.g. mean averages

Progression: geography skills, knowledge and understanding

ACADEMIC SKILLS

Year 1	Year 2	Year 3
Ask questions:	**Ask questions:**	**Ask questions:**
Ask and answer simple questions about what they have seen or heard	Show curiosity by voluntarily asking questions about what they have seen, heard or read	Start to frame questions and answers in geographically valid ways (e.g. about change/difference).
Discern relevance	**Discern relevance**	**Discern relevance**
n/a	Start to make selections, e.g. from or within sources of information	Select information according to relevance (i.e. spot the 'main' landmarks)
Use sources (from History National Curriculum)	**Use sources (from History National Curriculum)**	**Use sources (from History National Curriculum)**
Explain the difference between fiction and non-fiction (from History National Curriculum).	Identify ways that geography is presented and represented (e.g. fiction, images, maps) (from History National Curriculum).	Explain the difference between primary and secondary data (from History National Curriculum).
Show some understanding of the ways we can find out about the world (e.g. books, museums, atlases, photographs (from History National Curriculum).		Start to show awareness that there are different ways to represent geographical information, and that these might inform opinions and beliefs (from History National Curriculum).
Present information:	**Present information:**	**Present information:**
Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: • for isolated datasets • in longer and coherently-structured pieces of work.	Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: • for isolated datasets • in longer and coherently-structured pieces of work	Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: • for isolated datasets • in longer and coherently-structured pieces of work

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Progression: geography skills, knowledge and understanding

ACADEMIC SKILLS

Year 4	Year 5	Year 6
Ask questions:	**Ask questions:**	**Ask questions:**
Ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference).	Ask and answer geographically valid questions (e.g. about significance, relevance, reliability, perspective).	Regularly ask and answer perceptive questions in geographically valid ways
Discern relevance	**Discern relevance**	**Discern relevance**
Note connections, contrasts and trends and use these to order by relevance	Explain the usefulness, reliability and relevance of information	Thoughtfully organise information by relevance, and politely critique others
Use sources (from History National Curriculum)	**Use sources (from History National Curriculum)**	**Use sources (from History National Curriculum)**
Recognise that geographical 'facts' can vary depending on the source, and begin to suggest reasons for this.	Begin to explain how Geographical 'facts' are often interpreted to support opinions (from History National Curriculum).	Start to understand the idea of 'tertiary' sources data.
		Explain and critique the way geographical 'facts' are used and interpreted to support opinions.
Present information:	**Present information:**	**Present information:**
Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: • for isolated datasets • in longer and coherently-structured pieces of work	Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: • for isolated datasets • in longer and coherently-structured pieces of work	Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: • for isolated datasets • in longer and coherently-structured pieces of work

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