Orchard Primary School - Progression of Knowledge & Skills in Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Expected Standard						
Geographical enquiry	• Teacher led enquiries, to ask and respond to simple closed questions • Can investigate their immediate surroundings and the school locality • Use information books/pictures as sources of information	• Teacher led enquiries, to ask and respond to simple closed questions • Use information books/pictures as sources of information • Can explain where they live and describe some of the physical features of their locality • Can identify what they like and don't like about their locality and give reasons why • Can answer some questions using different geographical resources • Can make observations about where things are e.g. within school or local area.	• Children can respond to simple geographical questions • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings • Make appropriate observations about why things happen • Make simple comparisons between features of different places • Can label a diagram or photograph using some geographical vocabulary • Can describe a locality	• Begin to ask/initiate geographical questions • Use NF books, stories, atlases, pictures/photos and internet as sources of information • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations • Select geographical vocabulary independently to describe and compare localities • Identify that localities may have similar and different characteristics	• Ask and respond to questions and offer their own ideas • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps • Can explain how a locality has changed over time with reference to physical features and human features • Can suggest different ways that a locality could be changed and improved • Can identify different views around a geographical issue and state their own view • Research and collect information about people and places and present it e.g. a report, a poster, a brochure	• Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life • Can identify the links between human and physical geography • Make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features • Explain their views in relation to environmental change and geographical issues and compare these with the views of others • Pose a geographical hypothesis using various sources to draw a conclusion	• Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it • Explain the links between human and physical geographical processes and how these may affect the future • Explain a range of geographical processes and the effects on people and places • Make careful measurements (e.g. rainfall, population, temperature, sea level) and input them into the appropriate form (e.g. table, tally, graph) • Present their research through self-selected representations E.g. reports, leaflets, drama, art, multimedia
Direction/Location	• Follow directions (Up, down, left/right, forwards/backwards)	• Use simple compass directions (North, South, East and West) to describe the location of features on a map.	• Follow directions (as Y1 and inc'. NSEW)	• Confidently use 4 compass points to follow/give directions and begin to use 8 points • Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. • Use letter/no. co-ordinates to locate features on a map.	• Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass • Use letter/no. co-ordinates to locate features on a map confidently.	• Use 8 compass points • Use atlases/maps to describe and locate places using 4 figure grid references.	• Use 8 compass points confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.

Location & Place Knowledge	• Ask what a place is like. • Tell others what they like and dislike about place • Use words and pictures to help to describe places • Use books and stories to find out about places • Draw a place in the study unit • Understand the concept of close and far away	• Use maps and a globe to identify the **continents and oceans** and understand that both a map and a globe show the same thing. • Locate the continents on a paper map. • Locate a country studied on a map. • Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? • Express own views about a place, people and environment. • Draw and label pictures to show how places are different. • Describe places using their characteristics and simple vocabulary • Make lists of places with similar characteristics e.g. the seaside, towns	• Use maps and globes to **locate the UK**. • Be able to identify the **4 countries and label the capital cities**. • Explain the purpose of a capital city and form opinions on how this affects population size. • Study pictures/videos of two differing localities, one in the UK and one in a contrasting on European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? • Study pictures of the localities in the past and in the present and ask 'How has it changed?' • Draw pictures to show how places are different and write comparatively to show the difference. • Express own views about a place, people and environment. • Give detailed reasons to support own likes, dislikes and preferences • Recognise characteristic physical and human features of places - built up, noisy, busy … • Identify parts of some physical features – e.g. coast • Use aerial photographs to identify land use and other geographical features • Use vocabulary of size to classify – village town, city etc	• Build on prior knowledge of UK regions by using maps to **locate countries of Europe**. • Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. • Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there. • Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.g. Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks. • Using maps, locate the **Equator, the Tropics of Cancer and Capricorn**. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. • Critically study photographs – do they think these were taken close to the Equator or further away. • Look at maps, pictures and other sources to identify similarities and differences between a UK region and another locailityy. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. • Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn? • Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.	• Identify the different hemispheres on a map. • Locate and **label different countries/continents in the Northern and Southern** hemispehere. • Use and explain the term 'climate zone' and use maps to identify the different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. • Children to ask questions about global warming. Discover the cause of global warming and research the implications. • Reach reasoned and informed solutions and discuss the consequences for the future. • Identify changes to be made in own lives in response to this. • Understand the term 'biome'. • Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources – recounts, photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar. • Discuss how the rainforest may be linked to us e.g. trade. • Locate other rainforests using Google earth and maps, identifying patterns in their location. • Use photographic evidence to raise questions about the climate and living conditions in a place studied. Make assumptions based on images/Google Earth searches about life there and the animals which may survive in those conditions. • Make comparisons between the biome studied and others, discussing the similarities as well as the differences. • Understand geographical similarities and differences through studying the human	• Confidently use maps, globes and Google Earth. • **Locate the Equator** on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. • Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. • Ask questions. • Study photos/pictures/maps to make comparisons between locations. • Identify and explain different views of people including themselves. • Use maps to **locate features of the UK e.g. rivers, mountains, large cities.** • Explain and defend which are physical and which are human features. • **Label counties, cities, mountains and rivers**. • Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North and South America • Begin to understand geographical pattern – e.g. industry by a river • Describe and begin to explain patterns and physical and human changes • Describe how change can lead to similarities between different places • Justify own viewpoint or decision, and use new information to adapt their own viewpoint • Identify & discuss the different causes of extreme weather	• Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. • Understand how these features may have changed over time. Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village. • Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. • Locate the major cities of the world and draw conclusions as to their similarities and differences. • Use maps to identify longitude and latitude. • Study maps of the countries in the study unit to identify environmental regions. Compare and contrast these regions. Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North and South America • Suggest how human activities can cause changes to environment and to the different views people hold • Recognise dependent links and relationships in both human and physical geography • Make a plausible case for environmental change • Interpret other people's arguments for change, analysing and evaluating their viewpoints

				• Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country. • Express views and recognise how people affect the environment, summarising the issues • Suggest ways of improving local environment • Understand how weather changes an environment • Know the difference between weather and climate • Suggest ways towards a reduction in climate change	and physical geography of a region of the UK and a region in a European country. • Understand links between physical and human features • Describe and identify how a place has changed • Understand how economic development can change a place		
Map Work	• Draw picture maps of imaginary places and from stories.	• Draw picture maps of imaginary places and from stories. • Use own symbols on imaginary map. • Use a simple picture map to move around the school.	• Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) • Begin to understand the need for a key. • Use class agreed symbols to make a simple key. • Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places. • Can identify key features of a locality by using a map	• Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing. • Know why a key is needed • Use standard symbols. • Locate places on larger scale maps e.g. map of Europe. • Follow a route on a map with some accuracy. (e.g. whilst orienteering) • Can they use and compare two maps explaining the purpose of each?	• Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing. • Know why a key is needed. • Begin to recognise symbols on an OS map. • Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map.	• Begin to draw a variety of thematic maps based on their own data. • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols. • Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	• Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity. • Use/recognise OS map symbols; • Use atlas symbols. • Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Map knowledge	• Familiar with picture maps and globes	• Learn names of some places within/around the UK. E.g. the home town, cities, countries that make up the British Isles e.g. Wales, Scotland • Picture maps and globes • Draw around objects to make a plan.	• Locate and name on UK map major features e.g. London, River Thames, home location, seas • Identify the main regions of the world – continents, equator, poles • Find land/sea on globe. Use teacher drawn nbase maps. Use large scale OS maps. Use an infant atlas. • Look down on objects to make a plan view map. • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	• Begin to identify significant places and environments related to the locations studied • Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. • Begin to draw a sketch map from a high view point. • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	• Begin to identify significant places and environments related to the locations studied • Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs. • Draw a sketch map from a high view point. • Match boundaries (E.g. find same boundary of a county on different scale maps.)	• Identify significant places and environments • Use index and contents page within atlases. • Use medium scale land ranger OS maps. • Draw a plan view map with some accuracy. • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.)	• Confidently identify significant places and environments • Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe. • Draw a plan view map accurately. • Use a scale to measure distances. • Draw/use maps and plans at a range of scales.

Human & Physical Geography	• Say what a type of building is e.g. shop, house, farm. • Say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline	• Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. • Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house • Verbalise and write about similarities and differences between the features of the two localities. • Ask questions about the weather and seasons. • Observe and record the weather. • Express opinions about the seasons and relate the changes to changes in clothing and activities.	• Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. • Children to identify the equator and locate the places on the Equator which are the hottest. • Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	• Locate places in the world where volcanoes occur. • Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. • Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. • Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human life e.g. settlements and spatial variation. • Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman Merton like? How did they trade? How is that different today? Relate land use and trade to settlements.	• Look at pictures and labelled diagrams of different historical settlements over time. • Produce own pictures and labelled diagrams. • Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? • Study maps of Anglo Saxon and Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. • Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. • Identify main economies in the immediate area. Compare with trade in the past. Why has this changed.	• Use the language of rivers e.g. erosion, deposition, transportation. • Explain and present the process of rivers. • Compare how river use has changed over time and research the impact on trade in history. • Research and discuss how water affects the environment, settlement, environmental change and sustainability. • Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. • Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. • Generate solutions and promote ethically sound trade. • • Study maps and pictures of the locality in Victorian times. Compare and contrast photos and maps from today and explain differences. • Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.	• Describe and explain the processes that cause natural disasters. • Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. • Study photographs, aerial photographs and maps of The local area pre-war, post war and present day. Compare maps and aerial photographs. • Make comparisons and reflect on the reasons for the differences. Study population numbers throughout the course of WWII and reflect on the reasons for changes. • Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. • Look at maps on different scales and calculate scales on own maps.
Fieldwork	• Take photographs of the locality and use them back in the classroom to help me describe the place • Say how a place is similar/different e.g. This is a busy/built up/ farming/ seaside/countryside place, just like… This is a quiet place but …is a busy noisy place • Keep a class weather chart throughout the school year and discuss changes. • Suggest ways we could improve somewhere near the school.	• Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. • Children to take photos of interesting things in the local area and explain what the photos show. • Study aerial photographs of the school and label it with key features e.g. school, church, park, shops. • Use digital cameras to record what they see	• Ask simple geographical questions • Take and use digital photographs • Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • Draw own maps of the local area; use and construct basic symbols in a key. • Observe and record the features around the school. • Children to make suggestions for the cause of the differences.	• Use prediction and prior knowledge to find out about unknown places, and combine this with observation • Use a range of primary and secondary sources, including the internet, books & Google Earth • Use locational language to describe the location of points on a map of the school/local area. • Plan a tour of the school, which includes a map/plan of the school and the main geographical features you would see identified, with a key. • Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are.	• Draw on own knowledge and understanding when setting up a field work investigation • Design questions and studies to conduct in the local area. • Examine, question, analyse what is discovered, using a range of evidence • Discriminate between different sources of information • Test conclusions for accuracy • Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. • Undertake surveys. • Conduct investigations. • Classify buildings. • Use recognised symbols to mark out local areas of interest on own maps. • Choose effective recording and presentation methods e.g. tables to collect data.	• Suggest suitable questions for a field work study • Rank information found into order of importance • Come to accurate conclusions, using information • Make careful measurements - e.g. rainfall, noise level, distance • Collect statistics about people and places • Make field notes/observational notes about land features. • Visit a river, locate and explain and explore the features. • Take photographs to support findings e.g showing different transport used in the area today which would not have been used during Victorian times. •	• Ask geographical questions which can be turned into an investigation and suggest relevant issues for further study • Carefully select sources of evidence, and sift information • Collect statistics about people and places, and set up a database from fieldwork or research • Undertake surveys • Form and develop opinions • Make comparisons • Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment? • Select methods for collecting, presenting and analysing data • Analyse evidence and draw conclusions e.g. population data - using similarity and difference • Be aware of own responsibility in the world

		• Look at a simple map of the local area and identify the things they know and have seen. • Records what they have seen, in simple ways e.g. make a simple map; create an aerial map of the school/local area as a class by using different sized blocks. • Collect simple statistics – longest, shortest, highest • Fill in and use a class weather chart	• Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. • Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features • Make detailed sketches whilst on field work and/or draw labelled diagrams • Discuss changes in weather and seasons from a chart • Use tally charts and simple tables to collect information	• Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement • Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice • Make an aerial plan/map of the school • Suggest own ways of presenting information, including graphically and in writing	• Present data in an appropriate way using keys to make data clear e.g. database • Draw conclusions from the data.		
	Greater Depth Standard						
	• Can they ask relevant geographical questions using a range of sources provided?	• Can they explain the impact that their activity has on the local environment? • Can they describe some actions which they can do to help maintain the area they live in?	• Can they show empathy towards a geographical event or issue and explain the impact on people or place? • Can they use a range of geographical evidence to make predictions? • Can they make comparisons between people and places and explain their reasons?	• Can they make geographical inferences through a variety of geographical sources? • Can they make links using prior knowledge and ask and answer geographical questions?	• Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? • Can they identify geographical patterns and make connections?	• Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises? • Can they collect statistics about people and places from field work or research and analyse data looking for trends?	• Can they interpret other people's arguments for change, analysing various sources?