



Geography Skills Progression



| YEAR | Locations, places and processes | Geographical Understanding | Use of geographical skills and information | Fieldwork |
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| Nursery | <ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos | | | |
| Reception | <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons. | | | |
| 1 | <ul style="list-style-type: none"> Describe an area of our school for your family. Describe one feature/ one special place in the local area Add labels to an outline map of the UK showing countries, capitals and seas. | <ul style="list-style-type: none"> Think about our local area. What buildings did we find? Which one do you think is the most important? What jobs do people do in your village? How much traffic is there in your area? | <ul style="list-style-type: none"> Look at the photograph we took on our fieldwork walk. What human and physical features (things people have made, natural things) can you see? Look at the map of our school grounds. What can you find on the map? | <ul style="list-style-type: none"> Use the map of our school playground. Add 3 new details. Use a compass to show the direction of North. Take a photograph of what you can see in your local area. Add a title and a label. |
| 2 | <ul style="list-style-type: none"> Name and label the continents and oceans on the outline map of the world Use NSEW in a description of a location studied. Describe the human and/or physical features of one of the places you have studied. Think about the two places we have studied, (<i>Masa Mara/ Durham</i>) what was similar/ different? | <ul style="list-style-type: none"> Look at our weather chart. What happened to our school field when we had a lot of rain? In very cold parts of the world, how is vegetation different to the vegetation we see in the UK? | <ul style="list-style-type: none"> Look at the photograph /map of <i>Sao Paulo</i>. Make a list of the human and physical features you can see. Compare the two photographs of <i>Durham and Sao Paulo</i>. What is the same and what is different? | <ul style="list-style-type: none"> Draw, label and add symbols to a simple sketch map of your school grounds. Add NSEW to the sketch. Collect information about your local area and record it clearly. Explain what you found out. |



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| 3 | <ul style="list-style-type: none"> • On an outline map of the UK label the main regions, the main rivers and mountain ranges. • Describe the landscapes of the UK's <i>highlands</i>. • Describe the main physical features of your <i>chosen county</i>. | <ul style="list-style-type: none"> • List some of the factors which are important when choosing the site for a settlement. • Describe the ways in which your chosen location e.g. <i>Durham City, Newcastle Quayside</i> has changed over time. • Describe the ways in which rivers shape the land. • List some of the ways people might be affected if their local river floods. | <ul style="list-style-type: none"> • Look at the two photographs of different areas in the UK. What physical features can you find? • Look at the map of the UK. It shows some of the ways we use land in the UK. Find and list three different ways land used. • Look at the graph in your atlas showing the number of people living in the UK. Describe two things you notice about the population of the UK. | <ul style="list-style-type: none"> • Before going on fieldwork, decide two questions you would like to investigate. • Using an OS map, find the location of your fieldwork location and describe it using 4 figure references. • Using an OS map of a known area, identify the key features using the key. • Draw and annotate a sketch map of a geographical feature that you have studied. <i>E.g. a river bank/ waterfall.</i> • Select a view of <i>the river</i> you are visiting <i>and take a photograph</i>. Add titles and labels to show the date and location. |
| 4 | <ul style="list-style-type: none"> • On an outline map of Europe, label the major countries, capitals, rivers and mountains. • Using the maps, text and photographs research and write a description of a major city in Europe. • Describe the main human and physical features the <i>Bay of Naples</i>. | <ul style="list-style-type: none"> • How are people living <i>in the Bay of Naples</i> affected by <i>living close to Mount Vesuvius</i>? • Think about the effects of an <i>earthquake</i>. Make a list of the aid would you send to a LIC hit by a major earthquake? | <ul style="list-style-type: none"> • Use an atlas to find a map showing global biomes. Describe the areas of the <i>Mediterranean biome</i>. • Look at the information about the <i>tropical biome</i>. What do you think are the main features of this biome? • Look at the world map showing the tectonic plates. Find two places in the world where you would expect to find volcanoes or earthquakes. • Use the information about the way mountains are formed. Describe three stages in the formation of a mountain. | <ul style="list-style-type: none"> • Using an aerial photograph of a European city or land form, identify and label the key features. • Using a map of Europe, identify the location of key locations using grid references and NSEW. • Design the questions you would want to investigate if you were visiting <i>the Bay of Naples</i>. • Decide what questions you would want to ask people about living in a city like <i>Paris</i>. |
| 5 | <ul style="list-style-type: none"> • Use maps, photographs and text to compare the physical and human geography of two contrasting world locations. • Identify on a map the Poles, Equator, tropics and hemispheres. | <ul style="list-style-type: none"> • How does the climate affect vegetation in your chosen country? • Describe two ways in which people are affected by <i>tropical storms</i>. | <ul style="list-style-type: none"> • Look at the map showing the places where <i>tropical storms occur</i>. Describe what you can see. | <ul style="list-style-type: none"> • Decide two questions you would like to investigate about where our food comes from. • Design a survey to help you gather information about the origin of popular foods. Use your survey findings to |



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| | <ul style="list-style-type: none"> Locate the world's countries, major mountain ranges and rivers on an outline world map. Outline the main events people should expect <i>during a tropical storm</i>. | <ul style="list-style-type: none"> Describe the ways in which new land is made. How does <i>food production or transport</i> affect the natural world? | <ul style="list-style-type: none"> Look at the graph showing the temperature and rainfall <i>in Japan</i>. What do you notice? Use the information about food miles. What do you notice about where your food comes from? Can you suggest reasons why? | <p>present your results/findings in a graph/chart.</p> <ul style="list-style-type: none"> Using an OS map, identify the main areas in your locality that are used to grow food and the nearest port that might be used to import food. |
| 6 | <ul style="list-style-type: none"> Describe one of the natural processes you would find at work in the <i>Amazon rainforest</i>. Describe the key features of a favela in Sao Paulo. Use your knowledge about a <i>region in South America and a region of the UK</i> to compare the population levels and the types of vegetation to be found in the two regions. | <ul style="list-style-type: none"> Explain how human actions have <i>damaged the rainforest</i>. Describe the importance of <i>forests</i> for the people who live in them. Describe the positive and negative effects on people of living in cities. | <ul style="list-style-type: none"> Make use of the information and photograph to suggest reasons for the effects for/ of clearing parts of the rainforest for farming. Look at the map of <i>South America</i> and read the information about the vegetation. What effects does the location of <i>South America</i> have upon the vegetation? Look at the photograph of the coastline. Annotate it to show evidence of coastal erosion. | <ul style="list-style-type: none"> Use an ordinance survey map of your local area. Write directions to 3 places of interest using compass directions. Use 4 and 6 figure grid references to find the highest point on your local area, the location of a place of worship and a port. Plan to investigate your local environment. Decide what you will investigate and set a question. <p>You could:</p> <p>Survey <i>tree types</i></p> <p>Use a base map of the area to <i>annotate different features</i>.</p> <p><i>Other idea: Litter/environmental impacts/traffic/microclimate.</i></p> <p>Present your findings using a graph/field sketch/base map or similar.</p> |



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| | | | | Choose one technique you used and explain how useful it was to investigate your question. |