Progression in:	**Geography**	**Subject leader:**	**Charlotte Scarfe**

Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Fieldwork… map compass compass point North, South, East, West Direction Key Location… England (London) Northern Ireland (Belfast) Scotland (Edinburgh) Wales (Cardiff) Europe Oceans… Pacific Atlantic Indian Artic Antarctica (Southern) Place knowledge… Area Same Different Human geography… City Town Village Shop House Journey Capital Port Harbour Bay Physical geography… Beach Cliff	Skills and fieldwork… Key Atlas Symbol scale environment surroundings left right further furthest higher lower route map plan grid Location knowledge… England (London) Northern Ireland (Belfast) Scotland (Edinburgh) Wales (Cardiff) **Continents**… Europe Africa Asia North and South America Antarctica **Oceans**… Pacific Atlantic Indian Artic Antarctica (Southern) Name and locate Mexico Place knowledge… Similarities Difference	Skills and fieldwork… Atlas Globe North East North West South East South West Population Location knowledge… Regions… Yorkshire and The Humber Tropics/tropical Name and locate the Caribbean, St Lucia and Jamaica Place knowledge… Compare Contrast Human geography… Settlement Culture Locality Economic activity Trade links Land use Retail Physical geography Mountains Natural resources Soil Climate Equator Island Tropical Vegetation belt	Skills and fieldwork… Grid Sort Classify Location knowledge… Time zone Name and Locate Africa Name and locate Egypt Name and Locate European countries and capitals Name and locate Russia, Moscow, St Petersburg Name and Locate (with capitals) Canada, USA (New York, San Francisco, LA), Mexico, Brazil, Argentina, and Panama. Place knowledge… Trend Human geography… Land use Settlements ?? Migration Ecology Physical geography Environmental Region Rainforests Grasslands Desert Temperature Climate change Ecology	Skills and fieldwork… N/A Location knowledge… Name and locate remaining countries and capitals of the Americas Time zone Place knowledge… Erosion Human geography… Settlement Energy Renewable Minerals (inter)national canal Waterway Distribution Physical Geography Rivers Vegetation belt Natural resources	Skills and fieldwork… NNE, ENE, ESE Location knowledge… Longitude Latitude Equator Northern and southern hemisphere Tropics of cancer and Capricorn Name and locate countries, cities on other continents that might be/have been in the news Human Geography… Economy Activism Physical geography… Volcano Tectonic plates Mountains Biomes

Coast Mountain Sea Ocean River Month Year Season Weather Hot Cold Rain	Human geography… Factory Farm Abroad Channel Capital Country Mill Physical geography… Vegetation Seasonal Daily Fortnight The months Island Poles Equator Temperature Thermometer				

Theme: Graphicacy skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keys and Symbols Use basic symbols in a key Read maps Follow a simple map (eg 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. Use images Explain the difference between image types eg photo, drawing.	Keys and Symbols Use basic symbols in a key. Use and construct basic symbols in a key. Recognise & identify basic OS symbols. Read maps Use simple grid references to locate squares on a map (eg A1, D7). Draw maps / plans: Devise a simple map (eg sketch map of places in stories, school grounds). Digital maps Use digital technologies: zoom in/ out on a map **B**egin to highlight and annotate digital maps.	Keys and Symbols Use keys to build knowledge/ research. Use complex keys to build knowledge 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 (eg aerial distance, or along a straight road). Draw maps / plans:	Keys and Symbols Use complex keys to build knowledge eg 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 (eg 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.	Keys and Symbols Start to create complex keys using mathematical concepts eg 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.	Keys and Symbols Create complex keys. Read maps Explain how types of map give different perspectives / show prejudice (eg 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

Use photographs (including aerial photos) to recognise basic features (eg school on satellite view). Chart and graphs - maths links Tallies and simple graphs	<u>Use images</u> Start to understand the purpose of different image types. Use aerial photographs and plan perspectives to recognise landmarks and basic features.	Create a sketch map - eg 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). <u>Digital maps</u> Start measuring distance on Digimaps. 'Zoom' for a purpose and explain the scale. Annotate digital maps with text. <u>Use images</u> Understand and explain the reliability / purpose of different picture types (include historical silhouettes & lithographs – link to Science 'light' topic).	Draw cross-sections (harder integer correspondence, from Maths National Curriculum). <u>Digital maps</u> Accurately measure distance, including non-linear distances. Annotate digital maps with markers, text, photographs, hyperlinks, etc. <u>Use images</u> Compare the context & purpose (reliability) of different photographs. Use digital technologies to alter photos/images.	<u>Digital maps</u> Use linear and area measuring tools Start to use digital maps (and selections from them) at different scales, to illustrate a point. <u>Use images</u> Use digital technologies to alter photos/images and explain the impact (eg reliability).	verbally (eg with .ppt) or in written form (eg .pub, .doc). <u>Use images</u> Carefully select images for a purpose (eg as evidence, or to show reliability)

<u>Theme: Fieldwork and practical skills</u>					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Use a compass</u> Use North, South, East, West for simple navigation eg in a rectilinear maze in the playground. Describe position, direction and movement (from Maths National Curriculum). <u>Observe/measure</u> Begin to use first-hand observation using senses (eg qualitative comments, or measure in non-standard units). Measure to nearest 10cm, eg with metre stick painted in 5cm blocks	<u>Use a compass</u> Use North, South, East, West to describe locations and routes on a map. Connect idea of turns to right angles (from Maths National Curriculum). <u>Observe/measure</u> Use first-hand observations (eg qualitative comments & 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	<u>Use a compass</u> 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). <u>Observe/measure</u> 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, eg m to	<u>Use a compass</u> Confidently use the eight points of a compass. Use concepts of acute/obtuse angles, i.e. increasingly understanding turns (from Maths National Curriculum). <u>Observe/measure</u> 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 & miles, stone & pounds, Fahrenheit.	<u>Use a compass</u> Convert between eight compass points and azimuth bearings. Draw angles up to 360° (from Maths National Curriculum). <u>Observe/measure</u> 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).	<u>Use a compass</u> Show awareness of the 16-point compass rose, and compass quadrant bearings. <u>Observe/measure</u> 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). <u>Locate:</u>

Locate: Use simple locational language to describe (eg near far, NSEW). Record: Make simple recordings eg lists, tallies and simple tables where the template is given. Tallies and simple tables.	numbers are given (from Maths National Curriculum). Locate: Use simple locational language (eg secure use of left/right from own perspective). Record: Make more sophisticated recordings eg frequency tables.	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 (eg 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	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.	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.	n/a Record: Group and redraft observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs.

Theme: Academic skills					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 (eg books, museums, atlases, photographs (from History National Curriculum). Present information:	Ask questions Show curiosity by voluntarily asking questions about what they have seen, heard or read. Discern relevance Start to make selections, eg from or within sources of information. Use sources (from History National Curriculum) Identify ways that geography is presented and represented (eg fiction, images, maps) (from History National Curriculum). Present information: Use age-related vocabulary in their speech and writing, spelling it accurately where	Ask questions Start to frame questions and answers in geographically valid ways (eg 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	Ask questions Ask and answer geographically valid questions (eg 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,	Ask questions Ask and answer geographically valid questions (eg 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:	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.

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.	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.	might inform opinions and beliefs (from History National Curriculum). <u>Present information:</u> 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	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.	<u>Present information:</u> 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