



Geography Progression of Skills Assessment Grid

	Year 1	Year 2	Year 3
Geographical skills and fieldwork	<ul style="list-style-type: none"> <input type="checkbox"/> ask simple geographical questions e.g. What is it like to live in this place? <input type="checkbox"/> use simple observational skills to study the geography of the school and its grounds <input type="checkbox"/> use simple maps of the local area e.g. large scale print, pictorial etc. <input type="checkbox"/> use locational language (e.g. near and far, left and right) to describe the location of features and routes <input type="checkbox"/> make simple maps and plans e.g. pictorial place in a story 	<ul style="list-style-type: none"> <input type="checkbox"/> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <input type="checkbox"/> use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map <input type="checkbox"/> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <input type="checkbox"/> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> <input type="checkbox"/> ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues? <input type="checkbox"/> analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. <input type="checkbox"/> recognise that different people hold different views about an issue and begin to understand some of the reasons why <input type="checkbox"/> communicate findings in ways appropriate to the task or for the audience <input type="checkbox"/> understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. <input type="checkbox"/> use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office <input type="checkbox"/> make more detailed fieldwork sketches/diagrams <input type="checkbox"/> use fieldwork instruments e.g. camera, rain gauge <input type="checkbox"/> use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features <input type="checkbox"/> use four figure grid references <input type="checkbox"/> use the 8 points of a compass <input type="checkbox"/> make plans and maps using symbols and keys

Locational knowledge	<input type="checkbox"/> understand how some places are linked to other places e.g. roads, trains	<input type="checkbox"/> name and locate the world's seven continents and five oceans <input type="checkbox"/> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <input type="checkbox"/> name, locate and identify characteristics of the seas surrounding the United Kingdom	<input type="checkbox"/> identify where countries are within the UK and the key topographical features <input type="checkbox"/> name and locate the cities of the UK
Human and physical	<input type="checkbox"/> describe seasonal weather changes	<input type="checkbox"/> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <input type="checkbox"/> use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<input type="checkbox"/> identify physical and human features of the locality <input type="checkbox"/> explain about weather conditions/patterns around the UK and parts of the Europe
Place knowledge	<input type="checkbox"/> name, describe and compare familiar places <input type="checkbox"/> link their homes with other places in their local community <input type="checkbox"/> know about some present changes that are happening in the local environment e.g. at school <input type="checkbox"/> suggest ideas for improving the school environment	<input type="checkbox"/> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	<input type="checkbox"/> understand why there are similarities and differences between places <input type="checkbox"/> develop an awareness of how places relate to each other

	Year 4	Year 5	Year 6
Geographical skills and fieldwork	<ul style="list-style-type: none"> <input type="checkbox"/> understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. <input type="checkbox"/> measure straight line distances using the appropriate scale <input type="checkbox"/> explore features on OS maps using 6 figure grid references <input type="checkbox"/> draw accurate maps with more complex keys <input type="checkbox"/> plan the steps and strategies for an enquiry 	<ul style="list-style-type: none"> <input type="checkbox"/> understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> <input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <input type="checkbox"/> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world <input type="checkbox"/> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <input type="checkbox"/> understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc. <input type="checkbox"/> use maps, charts etc. to support decision making about the location of places e.g. new bypass
Locational knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> recognise the different shapes of the continents <input type="checkbox"/> demonstrate knowledge of features about places around him/her and beyond the UK <input type="checkbox"/> identify where countries are within Europe, including Russia <input type="checkbox"/> recognise that people have differing qualities of life living in different locations and environments <input type="checkbox"/> know how the locality is set within a wider geographical context 	<ul style="list-style-type: none"> <input type="checkbox"/> identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day <input type="checkbox"/> recognise the different shapes of countries <input type="checkbox"/> identify the physical characteristics and key topographical features of the countries within North America <input type="checkbox"/> know about the wider context of places e.g. county, region, country <input type="checkbox"/> know and describe where a variety of places are in relation to physical and human features <input type="checkbox"/> know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent 	<ul style="list-style-type: none"> <input type="checkbox"/> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <input type="checkbox"/> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <input type="checkbox"/> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

<p>Human and physical</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe human features of the UK regions, cities and/or counties <input type="checkbox"/> understand the effect of landscape features on the development of a locality <input type="checkbox"/> describe how people have been affected by changes in the environment <input type="checkbox"/> explain about natural resources e.g. water in the locality <input type="checkbox"/> explore weather patterns around parts of the world 	<ul style="list-style-type: none"> <input type="checkbox"/> know about the physical features of coasts and begin to understand erosion and deposition <input type="checkbox"/> understand how humans affect the environment over time <input type="checkbox"/> know about changes to the world environments over time <input type="checkbox"/> understand why people seek to manage and sustain their environment 	<ul style="list-style-type: none"> <input type="checkbox"/> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <input type="checkbox"/> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
<p>Place knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> know about the wider context of places – region, country <input type="checkbox"/> understand why there are similarities and differences between places 	<ul style="list-style-type: none"> <input type="checkbox"/> compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences 	<ul style="list-style-type: none"> <input type="checkbox"/> understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America