

Wath Victoria Primary School

Geography Progression of Skills and Knowledge – based on Chris Quigley’s Essentials curriculum

Year A

Year B

	Milestone 1: By the age of 7, children should be able to:	Milestone 2: By the age of 9, children should be able to:	Milestone 3: By the age of 11, children should be able to:
To investigate places	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).	Ask and answer geographical questions about the physical and human characteristics of a location.	Collect and analyse statistics and other information in order to draw clear conclusions about locations.
	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	Explain own views about locations, giving reasons.	Identify and describe how the physical features affect the human activity within a location.
	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
	Use aerial images and plan perspectives to recognise landmarks and basic physical features.	Use a range of resources to identify the key physical and human features of a location.	Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

		over time.	
	Name and locate the world's continents and oceans.	Name and locate the countries of Europe and identify their main physical and human characteristics.	Name and locate the countries of North and South America and identify their main physical and human characteristics. – Daily Dashboard
To investigate patterns	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	Describe geographical similarities and differences between countries.	Understand some of the reasons for geographical similarities and differences between countries.
	Identify land use around the school.	Describe how the locality of the school has changed over time.	Describe how locations around the world are changing and explain some of the reasons for change.
	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.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
			Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.
To communicate geographically	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. 	Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. 	Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of

			natural resources including energy, food, minerals, and water supplies.
	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
	Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	<i>Children may devise maps as part of Daily Dashboard or as an introduction to a new topic.</i>	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Children working below these milestones or preparing to access them will develop the following generic knowledge and skills:

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> • Extend skills to enable exploration of the world. • Handle artefacts and materials that are given. • Know that certain actions produce predictable results. • Know familiar places and people and what they are there for. • Use gestures, signs, symbols or single words to communicate knowledge. 	<ul style="list-style-type: none"> • Consolidate a sense of place and direction. • Show awareness (through gestures, signs, symbols or words) of significant differences between specific physical/natural and human/made features of places. • Answer simple questions about places and people. • Start to sort and classify objects in terms of simple features or properties. 	<ul style="list-style-type: none"> • Understand the differences between the physical/natural and human/made features of places. • Use pictures or symbols to show familiar places and what they are for. • Answer simple questions about places and people. 	<ul style="list-style-type: none"> • Communicate preferences about the physical/natural and human/made features of places. • Begin to use symbols to represent direction and represent and record key features of a place using models or symbols. • Show awareness of caring for the immediate environment. 	<ul style="list-style-type: none"> • Recognise the physical/natural and human/made features of places. • Use simple geographical language to communicate ideas about various locations, functions and roles. • Use resources that are given along with own observations to respond to simple questions about places and people. • Recognise simple symbols or representations on maps and plans. • Show some understanding of environmental awareness and how it relates to everyday life. • Express views on features of the environment found attractive or unattractive. 	<ul style="list-style-type: none"> • Talk about features of the immediate environment and how environments may differ from one another. • Know about similarities in relation to places, objects, materials and living things. • Make observations about animals and plants and explain why some things occur. • Talk about changes in environments.