

Skill Progression in Geography at Key Stage 1

National Curriculum	<ul style="list-style-type: none"> • 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 • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • 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 • 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
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	Map Skills	Fieldwork Skills	Geographical Enquiry
Year 1	<p><u>Living in Levenshulme</u> (Autumn 2)</p> <ul style="list-style-type: none"> • I can use maps and aerial photographs to observe the local area (Levenshulme) and city (Manchester) that we live in • I can devise a simple map of our school and its surrounding area using symbols and a key • I can use the four compass directions (North, East, South, West) and directional language to describe the location of features and places on a map of our school • I can recognise and write the address and postcode of our school and my house <p><u>The Poles and the Equator</u> (Spring 2)</p> <ul style="list-style-type: none"> • I can use maps, atlases and globes to locate the North and South Poles and some of their surrounding countries (e.g. Canada, Russia, Finland) • I can use maps, atlases and globes to locate the Equator and some of its surrounding countries (e.g. Brazil, Kenya, Indonesia) • I can use maps, atlases and globes to locate the UK and describe its distance from the poles and the Equator • I can use maps and aerial photographs of the UK, hot countries and cold countries to identify and compare their features <p><u>The City or the Countryside?</u> (Summer 2)</p> <ul style="list-style-type: none"> • I can use maps, atlases and globes to locate the country we live in (UK) • I can use maps and aerial photographs to identify and compare cities (urban areas) and the countryside (rural areas) • 	<p><u>Living in Levenshulme</u> (Autumn 2)</p> <ul style="list-style-type: none"> • I can observe the area around our school in order to devise a simple map of its key features <p><u>The City or the Countryside?</u> (Summer 2)</p> <ul style="list-style-type: none"> • I can observe and identify common features and types of buildings in a city (Manchester) • I can observe and identify common features and types of buildings in the countryside (Goostrey) • I can observe and identify differences between the human and physical geography of a city and the countryside 	<p><u>Living in Levenshulme</u> (Autumn 2)</p> <ul style="list-style-type: none"> • I can begin to ask and answer simple geographical questions (e.g. ‘Why do we use a map?’) <p><u>The Poles and the Equator</u> (Spring 2)</p> <ul style="list-style-type: none"> • I can begin to make simple geographical comparisons (e.g. between the location of hot countries and cold countries) • I can begin to ask and answer simple geographical questions (e.g. ‘Why does the UK have a mild climate?’) <p><u>The City or the Countryside?</u> (Summer 2)</p> <ul style="list-style-type: none"> • I can begin to make simple geographical comparisons (e.g. between our life in a city and the life of a child who lives in the countryside) • I can begin to discuss my own opinions based on the geographical information I have learned (e.g. ‘I would rather live in the countryside because...’)

Year 2	Map Skills	Fieldwork Skills	Geographical Enquiry
	<p><u>The UK or Pakistan?</u> (Autumn 2)</p> <ul style="list-style-type: none"> I can use maps, atlases and globes to locate the four countries (England, Scotland, Wales, NI) within the UK, their capital cities (London, Edinburgh, Cardiff, Belfast) and surrounding seas (English Channel, North Sea, Irish Sea, Atlantic Ocean) I can use maps, atlases and globes to locate Pakistan, its capital city (Islamabad) and bordering sea (Arabian Sea) I can use maps, atlases and globes to locate the UK and Pakistan within the continents of Europe and Asia, compare their relation to the Equator and name some surrounding countries of both I can use maps and aerial photographs of the UK and Pakistan to identify and compare their human and physical features <p><u>Continents and Oceans</u> (Spring 2)</p> <ul style="list-style-type: none"> I can use maps, atlases and globes to locate the seven continents (Africa, Antarctica, Asia, Europe, North America, Oceania, South America) I can use maps, atlases and globes to locate a country within each continent I can use maps, atlases and globes to locate the five oceans (Arctic, Atlantic, Indian, Pacific, Southern) I can use maps, atlases and globes to locate the Northern Hemisphere and Southern Hemisphere and which continents are located in each <p><u>Saving the Seaside</u> (Summer 2)</p> <ul style="list-style-type: none"> I can use maps and atlases to locate nearby coastal areas and seaside towns within the UK (e.g. Blackpool, Formby, Lytham St Annes) I can use maps and aerial photographs to identify common human and physical features of coasts (e.g. beach, cliff, port, harbour) 	<p><u>The UK or Pakistan?</u> (Autumn 2)</p> <ul style="list-style-type: none"> I can observe and identify the current weather and features of the climate in the UK (to compare to Pakistan) <p><u>Saving the Seaside</u> (Summer 2)</p> <ul style="list-style-type: none"> I can observe and identify common human and physical features of a coastal area (Formby) to create a sketch map I can observe and identify human activities in a coastal area (Formby) (e.g. littering and pollution) and discuss ways to combat them I can take photographs to record and display my findings 	<p><u>The UK or Pakistan?</u> (Autumn 2)</p> <ul style="list-style-type: none"> I can begin to make simple geographical comparisons (e.g. between our life in Levenshulme and the life of a child in Lahore) I can begin to discuss my own opinions based on the geographical information I have learned (e.g. 'I would rather live in Pakistan because...') <p><u>Continents and Oceans</u> (Spring 2)</p> <ul style="list-style-type: none"> I can begin to ask and answer simple geographical questions (e.g. 'Which continent has the coldest climate? Why?') I can begin to give more detailed geographical answers e.g. 'The River Nile is a significant physical feature in Africa.' <p><u>Saving the Seaside</u> (Summer 2)</p> <ul style="list-style-type: none"> I can begin to ask and answer simple geographical questions (e.g. 'What is coastal erosion? Why is it dangerous?')

Skill Progression in Geography at Key Stage 2

National Curriculum	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 their knowledge of the United Kingdom and the wider world • 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 		
	Year 3	Map Skills	Fieldwork Skills
<p><u>The River Mersey</u> (Autumn 2)</p> <ul style="list-style-type: none"> • I can use maps, atlases and digital mapping to locate the River Mersey, the counties it flows through (Greater Manchester, Cheshire, Merseyside) and some of the towns and cities it flows through (e.g. Stockport, Didsbury, Liverpool) • I can use OS maps and aerial photographs to identify and compare the upper, middle and lower course of River Mersey <p><u>Rivers Around the World</u> (Spring 2)</p> <ul style="list-style-type: none"> • I can use maps, atlases, globes and digital mapping to locate the five longest rivers in the world (Nile, Amazon, Yangtze, Mississippi, Yenisei) and the countries and continents they flow through • I can use maps and aerial photographs to compare the human and physical features of the River Mersey and the River Nile <p><u>Magnificent Mountains</u> (Summer 2)</p> <ul style="list-style-type: none"> • I can use maps, atlases and digital mapping to locate the highest mountain within each country of the UK (Scafell Pike, Ben Nevis, Snowdon and Slieve Donard) • I can use maps, atlases, globes and digital mapping to locate major mountain ranges across the world (e.g. Alps, Andes, Atlas Mountains, Himalayas, Rocky Mountains) and the continents they lie in • I can use OS maps and aerial photographs to observe the topography of a mountain in relation to its surrounding area • I can use OS maps, aerial photographs and geographical diagrams to observe and identify the different features and parts of a mountain 		<p><u>The River Mersey</u> (Autumn 2)</p> <ul style="list-style-type: none"> • I can observe and identify the distinct features of the River Mersey (dependent on its course) to create a sketch map • I can measure, record and present data related to the features and geography of the River Mersey (e.g. using a tape measure and metre ruler) • I can observe and identify human activities along the River Mersey (e.g. littering and pollution) and discuss ways to combat them 	<p><u>The River Mersey</u> (Autumn 2)</p> <ul style="list-style-type: none"> • I can ask and answer simple open geographical questions (e.g. ‘How does the water cycle involve rivers?’) <p><u>Rivers Around the World</u> (Spring 2)</p> <ul style="list-style-type: none"> • I can begin to give more detailed geographical descriptions (e.g. ‘Many settlements are located along the River Nile, such as...’) • I can begin to identify and explain the views and experiences of different people (e.g. explaining how river flooding has impacted some people’s lives) • I can make simple geographical comparisons (e.g. between the human and physical features of the River Mersey and River Nile) • I can begin to relate my own geographical experiences to the wider world <p><u>Magnificent Mountains</u> (Summer 2)</p> <ul style="list-style-type: none"> • I can ask and answer simple open geographical questions (e.g. ‘How does a fold mountain form?’) • I can give more detailed geographical descriptions (e.g. ‘Most mountains are formed when...’)

Year 4	Map Skills	Fieldwork Skills	Geographical Enquiry
	<p><u>Exploring Levenshulme</u> (Autumn 2)</p> <ul style="list-style-type: none"> I can use maps, atlases and digital mapping to locate our local area (Levenshulme) within the city that we live in (Manchester) I can devise a simple map of a place in our local area with symbols and a key I can use grid references to locate places in our local area on an OS map <p><u>Manchester or Venice?</u> (Spring 2)</p> <ul style="list-style-type: none"> I can use maps, atlases, globes and digital mapping to locate Manchester within the county Greater Manchester, the country of the UK and the continent Europe I can use maps, atlases, globes and digital mapping to locate Venice within the region Veneto, the country Italy and the continent Europe I can use maps and aerial photographs to compare the human and physical features of Manchester and Venice <p><u>Our Changing Climate</u> (Summer 2)</p> <ul style="list-style-type: none"> I can use maps, atlases, globes and digital mapping to locate the Equator, Arctic Circle, Antarctic Circle, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Tropic of Capricorn I can use climate maps to locate the climate zones of the Earth (Polar, Temperate, Mountain, Mediterranean, Arid, Tropical) I can use maps and aerial photographs to compare past and present images of places which have been negatively impacted by climate change 	<p><u>Exploring Levenshulme</u> (Autumn 2)</p> <ul style="list-style-type: none"> I can use the eight compass directions (N, NE, E, SE, S, SW, W, NW) and directional language to navigate and explore our local area I can plan a simple route between two places in our local area, using a map, grid references and compass directions I can observe and identify the human and physical features and different types of land use within our local area <p><u>Manchester or Venice?</u> (Spring 2)</p> <ul style="list-style-type: none"> I can observe and describe the current weather and features of the climate in Manchester (to compare to Venice) 	<p><u>Manchester or Venice?</u> (Spring 2)</p> <ul style="list-style-type: none"> I can make simple geographical comparisons (e.g. between the human and physical geography of Manchester and Venice) I can ask and answer simple open geographical questions (e.g. ‘How are transport systems different in Manchester and Venice?’) I can form and discuss my own opinions based on the geographical information I have learned (e.g. ‘I would rather live in Venice because...’) <p><u>Our Changing Climate</u> (Summer 2)</p> <ul style="list-style-type: none"> I can begin to give more detailed geographical descriptions (e.g. ‘The climate of a place depends on...’) I can begin to identify and explain the views and experiences of different people (e.g. explaining how rising sea levels may impact people’s lives in the future) I can ask and answer simple open geographical questions (e.g. ‘How can we take steps to reduce global warming and combat climate change?’)

Skill Progression in Geography at Key Stage 2

National Curriculum

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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 their knowledge of the United Kingdom and the wider world
- 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

Year 5

Map Skills

Fieldwork Skills

Geographical Enquiry

The Angry Earth (Autumn 2)

- I can use geographical diagrams to locate the Earth's four distinct layers (crust, mantle, inner core and outer core)
- I can use maps and aerial photographs to observe and identify the Earth's tectonic plate boundaries
- I can use aerial photographs and geographical diagrams to observe and identify the different parts and features of a volcano

Mexico in Motion (Spring 2)

- I can use maps, atlases, globes and digital mapping to locate Mexico within North America, its capital city (Mexico city) and its surrounding seas (Pacific Ocean and the Gulf of Mexico)
- I can use maps and aerial photographs to observe and identify the plate boundaries around Mexico and the Pacific Ring of Fire
- I can use maps, atlases and digital mapping to locate Popocatepetl within Mexico

The North West or the Yucatan Peninsula? (Summer 2)

- I can use maps, atlases, globes and digital mapping to locate the region we live in (North West) within the UK, its bordering sea (Irish Sea) and its largest city (Manchester)
- I can use maps, atlases, globes and digital mapping to locate the Yucatan Peninsula within Mexico, its bordering seas (Caribbean Sea and the Gulf of Mexico) and its largest city (Merida)

The North West or the Yucatan Peninsula? (Summer 2)

- I can observe, describe and begin to explain the current weather and features of the climate within the North West (in order to compare it to the weather in the Yucatan Peninsula)

The Angry Earth (Autumn 2)

- I can begin to give geographical explanations rather than just descriptions (e.g. 'Volcanoes form at plate boundaries because...')
- I can make observations of patterns and processes (e.g. 'Earthquakes usually take place at plate boundaries when...')
- I can begin to suggest ideas for investigations (e.g. studying the pattern of tsunami locations around the world)

Mexico in Motion (Spring 2)

- I can make observations of patterns and processes (e.g. 'Volcanoes, earthquakes and tsunamis often impact the lives of humans by...')
- I can begin to give geographical explanations rather than just descriptions (e.g. 'Many people choose to live near Popocatepetl because...')
- I can identify and explain the views and experiences of different people (e.g. explaining how people may be disadvantaged by living close to Popocatepetl)

The North West or the Yucatan Peninsula? (Summer 2)

- I can make more detailed geographical comparisons (e.g. between the human geography of the North West and the Yucatan Peninsula) and relate my own experiences to the wider world
- I can begin to give geographical explanations rather than just descriptions (e.g. 'Many tourists visit the North West and the Yucatan Peninsula because...')
- I can form and discuss my own opinions based on the geographical information I have learned (e.g. 'I would rather live in the Yucatan Peninsula because...')

Year 6	Map Skills	Fieldwork Skills	Geographical Enquiry
	<p><u>Rainforests Around the World</u> (Spring 2)</p> <ul style="list-style-type: none"> • I can use maps, atlases, globes and digital mapping to locate the Equator, the Prime Meridian and lines of latitude and longitude • I can use maps, atlases and globes to locate the 24 time zones across the Earth • I can use maps, atlases, globes and digital mapping to locate significant tropical Rainforests (Amazon Rainforest, Congo Rainforest and Borneo Rainforest) and some of the countries they cover • I can use maps, atlases, digital mapping and aerial photographs to locate some of the Earth's biomes (e.g. rainforest, desert, savannah, deciduous forest, tundra, ice sheet) and describe their features 	<p><u>Changes in Levenshulme</u> (Autumn 2)</p> <ul style="list-style-type: none"> • I can survey the current pattern of land use in our local area and make detailed observations about it • I can use photographs with captions and labels to record and document my fieldwork observations • I can prepare questions to interview somebody who has more historical experience of our local area 	<p><u>Changes in Levenshulme</u> (Autumn 2)</p> <ul style="list-style-type: none"> • I can make more detailed geographical comparisons (e.g. between the pattern of land use in Levenshulme over a century ago and today) • I can begin to make geographical predictions based on evidence (e.g. 'In the future, I predict that Levenshulme will...') <p><u>Rainforests Around the World</u> (Spring 2)</p> <ul style="list-style-type: none"> • I can begin to give geographical explanations rather than just descriptions (e.g. 'All tropical rainforests are located on or close to the Equator because...') <p><u>Rainforest Rescue</u> (Summer 2)</p> <ul style="list-style-type: none"> • I can give detailed geographical descriptions (e.g. 'The lowest layer in the rainforest is the forest floor where...') • I can begin to suggest ideas for investigations (e.g. studying why the Amazon rainforest is rich in natural resources) • I can make observations of patterns and processes (e.g. 'Many animals that live in the Amazon rainforest are becoming endangered because...') • I can identify and explain the views and experiences of different people (e.g. explaining how deforestation impacts humans and animals in the Amazon) • I can begin to make geographical predictions based on evidence (e.g. 'If deforestation of the Amazon Rainforest continues...')