

Links to Curriculum Drivers

Expressive Communicators, Healthy
Champions, Lifelong learners, World citizens
Open to Possibilities



Ridgeway Primary school

Geography skills progression



Threshold Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To communicate geographically	Talk about the things I like and don't like about the local environment. Talk about what people do in the local environment. Litter Town Park Shops Field Roads Traffic	Express thoughts and views about a locality. Talk about how weather can affect the location of where people live. Season Effect Impact hot and cold snow rain frost temperature degrees thermometer compare	Give reasons for thoughts and views about a locality. Talk about and describe how people try to improve and sustain their environment.	Justify reason, thoughts and views, using geographical vocabulary, e.g. country, city, climate, landscape. Provide factual evidence, using a range of sources, to support ways in which people can improve and sustain the environment.	Respond to challenging geographical questions by planning a range of tasks in order to find the answers and communicating findings using geographical vocabulary, e.g. location, land use, settlement. Talk about and describe how people's actions can damage and improve the environment. Talk about and describe reasons for global	Set own challenging questions when investigating geographical features and issues and communicate findings using complex terminology, e.g. erosion, delta, meander. Recognise and describe the different views that people may hold when changes are made to the environment. Talk about and describe the ways in which groups

			Use a range of secondary sources and first-hand enquiry, e.g. surveys. Give reasons for land use patterns sustain environment maintain recycling environmental impact opinion fact explain debate primary and secondary Source land use	Present findings using a range of simple graphs and charts. factual evidence landscape country city justify graph chart data	environmental issues. Use primary and secondary sources to find information about a range of localities. Present findings and statistical information in a range of different ways. Present reasoned conclusions when presenting my findings. findings discovery settlement locality irreversible	try to manage an environment's sustainability. Describe how decisions made about places and environments can impact on the lives of the people who live there. Select appropriate sources of primary and secondary information to support investigation. Select an appropriate way in which to present statistical information and findings. Ensure that conclusions make accurate reference to the evidence presented. Investigation Presentation Reference
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					environmental issue global warming climate change statistical conclusion evaluation	
To understand geographical skills and fieldwork	Use photos and pictures to locate places in the local environment. Use simple aerial photos of the local area and school to identify landmarks and basic human and physical features. Create a simple map of a familiar location using symbols and a simple key to represent landmarks Label photos and pictures of the local environment, e.g. the church, river etc.	Use a large scale map to identify geographical features and landmarks in the local environment and the wider world To be able to use world maps, atlases and globes To understand that maps and globes show the same thing	Use a map to identify the human and physical features in order to understand its geographical region. Use world maps, atlases, globes and digital maps to identify world countries, continents, capital cities. Create a simple map of a location using symbols, a simple key and representing human and physical features.	Take part in simple fieldwork using simple equipment, e.g. compass, map, camera etc. Use world maps, atlases, globes and digital maps to identify counties of the UK, largest mountains, largest rivers. Field work Recording Trundle wheel Camera Counties Significant	Use a range of equipment and maps to conduct fieldwork tasks. Use world maps, atlases and globes and digital/computer mapping to locate volcanoes, earthquakes, trade links and describe features studied. Volcano Earthquake Trade link Import	Use a range of equipment and maps to conduct independent fieldwork.

	Use 'left', right', 'forwards' and 'back' to describe the location of features and routes on a map. left right forwards backwards map key church river school field shop local photograph feature	Use simple compass directions (North, South, East, and West) to describe the location of features or places on a map. (Examples could include an investigation about fastest route to get from England to Wales, position of cities/countries in relation to one another within the UK) Human Physical Man-made natural direction compass North South East West aerial global atlas globe continents	Gographical region Digital map Grid reference Capital city identify		Export Locate erupt, lava, ash, magma, magma chamber, crust, mantle, core, tectonic plate. Pompeii, mountain, natural disaster, causes, Europe, Italy, impact	Map a route to locations in the UK, in Europe and beyond, using four and six-figure grid referencing and the 8 points of a compass. Plan and follow a route using an Ordnance Survey map. Plot a series of points along a route and use the scale to calculate the distance. Route Orienteering Orinnce survey Scale North-east South east South west North west
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To understand location and place knowledge	Learning Objectives					
	Identify and describe features in the local environment, e.g. house, church, Chasewater, Cannock Chase.	Identify, describe and compare features of known localities.	Talk about and compare features of the local area and a contrasting unfamiliar location (e.g. the seaside)	Describe and compare contrasting locations within and beyond the UK. (a contrasting European country)	Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence.	Support reasons for the physical and human features of a location with factual evidence.
	Identify and describe features in a non-European country, e.g. igloos, mountains, icebergs		Compare features of localities, giving reasons for their similarities and differences.	Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop.	Identify physical and human features that have contributed towards the change and development of a locality.	Suggest ways in which a location might develop and change in the future, based on factual information.
	Talk about and describe our school and places in the local area.		Compare and contrast localities in the UK.		Talk about the way in which the physical location can determine the growth of an industry.	Identify and describe the links and relationships that connect localities both within and beyond the UK.
	Talk about similarities and differences between the local area and a non-European country, e.g. the school playground and the town park.		Compare and contrast the world's seven continents and five oceans.			
	house, church, Chasewater, Cannock Chase, igloos, mountains, icebergs, similarities differences, non-European local playground	Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.	Seaside Llandudno Contrasting Unfamiliar	Locate the world's countries with a specific focus on Europe (including location of Russia) and North and South America	Talk about and describe a range of cities and countries around the world.	Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America.
		Name and locate the world's seven continents, five oceans Equator and the North and South Poles		Name and locate counties of the United Kingdom	Contribution Development Urbanisation Locality Industry Paris	

		England Wales Scotland Ireland North Sea English Channel Irish sea Atlantic Ocean London Cardiff Edinburgh Dublin Belfast North Pole South Pole Equator Norh America South America Africa Asia Europe Oceania Antarctica Pacific Ocean Indian Ocean Southern Ocean Norther and Southern hemisphere		Hilltop Lowland Highland Urban Rural Picturesque Scenic Woodland France England Germany Italy Spain Russia Norway	Berlin Madrid Beijing Washington Contour Altitude Peaks Slopes Plain Time zone	Identify the Equator, and the Tropics of Cancer and Capricorn. Identify the Northern and Southern Hemispheres and the Arctic and Antarctic Circles. Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone. Tropics of Cancer and Capricorn latitude and longitude Prime/Greenwich Meridian Grid reference, four figure, six figure, compass, route, orienteering, scale, North-east, South east, South west, North west, climate zones (arid, Mediterranean, tropical, temperate, polar,
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						mountains), eco-system, biomes and vegetation belts,
To understand human and physical geography	Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.	Talk about and describe features of landmarks within the locality.	Identify a range of simple physical processes, e.g. coast	Describe and understand physical processes, e.g. rivers, mountains	Identify an increasing range of physical processes, e.g. volcanoes and earthquakes.	Identify a range of physical processes, e.g. climate zones, biomes and vegetation belts
	Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop. beach forest hill ocean river weather	Identify the location of hot and cold areas of the world in relation to the Equator and the north and south poles. Talk about the seasons and the changes that take place in spring,	Identify a range of simple human processes, e.g. land use. Identify physical and human features within a local study and how they have changed over time. Talk about and describe the function of features and	Describe and understand human processes, e.g. types of settlement. Compare physical and human similarities and differences within two locations over time. River source Mouth Erosion Deposition Meander Delta	Identify an increasing range of human processes, e.g. distribution of natural resources including energy, food, minerals and water. Give simple explanations for the location of human and physical features within a locality.	Identify a range of human processes Identify and describe in detail the impact of change on the lives of people in a given locality.

		summer, autumn, winter in the UK. Identify and describe daily weather patterns within the UK cliff coast mountain sea soil valley vegetation Spring Summer Autumn Winter Rain sun Wind cloud storm hail Sleet	landmarks within a locality. Identify simple geographical patterns and how they have changed over time, e.g. hotels on a seafront. Coast Physical process Human process Lighthouse Peer Hotel Tourism	Town City Farm Village	Recognise and describe a wide range of geographical patterns e.g. ports to aid trade links. Energy Natural resources Food water Port Airport Station Trade Global networks	Compare and contrast an increasing range of geographical patterns. climate zones, eco-system, biomes and vegetation belts
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