Nacton C of E Primary School
Progression of Skills - Geography

	EYFS	KS1	LKS2	UKS2
Use Human Geographical language and Vocabulary:	Use every day geographical language to describe familiar human features: **road, park, farm, shops, school, church, house.**	Use every day geographical language to describe familiar human features: **road, park, farm, shops, town, city, road,** Use geographical language to describe a range of human features: **country, capital, port, factory, town, city, village, school, church**	Use geographical vocab relevant to topics: **settlement, village, farming, crops, pasture, irrigation, recycling, energy,** Use geographical vocab relevant to topics: **voyage, explorer, port, communication, Fairtrade, raw materials,**	Use geographical vocab relevant to topics: **migration, urban, rural, pollution, planet, global warming, greenhouse gas,** Use geographical vocab relevant to topics: **immigration, refugee, displacement, communication,**
Use Physical Geographical language and Vocabulary:	Use simple geographical language to describe familiar physical features: **field, beach, sea, river, trees, woods.**	Use simple geographical language to describe familiar physical features: **hill, field, forest beach, river, weather** Use simple geographical language to describe familiar physical features: **hill, field, forest beach, river, weather**	Use geographical vocab relevant to topics: e.g. **volcano, earthquake, river delta, source, estuary, climate, biome,** Use geographical vocab relevant to topics: **sea, ocean, equator, Arctic, Antarctic, island, tropical, hurricane,**	Use geographical vocab relevant to topics: **biomes**
Directional language and routes	Follow a simple route. Use directional language – forwards, backwards, left, right.	Follow a route around school Use simple directional vocab: far, near, left, right, forward Describe a familiar journey Use directional language: North, South, East, West, miles	Use 4 points on a compass to describe familiar route/journey Use distance vocab: miles, km Use 4 compass points Combine direction and distance to describe a route	Use 8 points on a compass to describe/follow a route/journey Measure distance on a map Use 8 points on a compass to describe an unknown route e.g. famous voyage
Location and Place	Know that we are in Nacton. Know that we live in England.	Locate UK on a world map and globe with support • locate the 4 UK countries and capitals on a UK Map • locate 7 continents & 5 oceans • Locate Nacton on map • Locate Mexico on a world map.	Identify northern/southern hemispheres/poles on a globe • Know that continents are made up of countries: e.g. Egypt/Africa • Locate places on map of Europe • Identify the key countries and cities of Europe	• Identify key countries on a world map, including North and South American countries • Explain how borders change over time e.g. Russia/USSR • Identify key places across the world related to topics

Use maps, atlases, globes	Show an interest in maps and globes. Follow a simple map when going on a walk.	•Know that maps show places • Locate continents on globe • Recognize familiar features on a local map – e.g. roads, buildings • Know that a book of maps is called an atlas • Locate hot and cold places on a globe and map	Use an atlas to locate a place quickly/accurately • Know the difference between a globe and a map • Know about latitude/longitude Understand concept of scale • Use simple co-ordinates to locate a place on a grid	Know the significance of the Greenwich Meridian • Use 4 figure map refs • Measure the length of a route • Compare old and new maps • Use 6 figure map refs • Measure length on a map and convert to distance
Online maps and tools	Look at places of interest on an online map.	Recognise the school/home on online aerial map/street view • Find a local place/landmark on an online map	Use online mapping tools to locate famous landmarks • Use an online map tools to explore an unfamiliar location	Use online maps with layers to compare features and data • Use online maps with data layers to answer questions
Use keys and symbols	Identify key features on a picture map.	Know the basic symbols for key features – e.g. river/sea, land, town/city, green areas • Know the standard symbols for key features on a map e.g. city • Use basic symbols to represent familiar features on own map	Use keys to find/identify specific features on a map • Add a simple key to own maps • Use Standard OS map key/symbols to identify key features • Compare different map keys	Use Standard OS map key/symbols to identify key features • Compare different map keys • Add keys to own maps and explain choices
Making maps, plans and keys	Make simple treasure maps. Make simple story maps.	Make a simple pictorial map of familiar places e.g. home, school • Recognise familiar objects seen from above • Make a map of their local area showing some familiar features • Create simple plan view diagrams of familiar objects	Draw maps of familiar places and locations more accurately • Draw a plan view map of the classroom or a familiar room • Draw a map of an imagined or unknown place • Use a grid to draw an accurate map of a familiar place	Create a simple map to scale • Create an annotated map to explain human settlement • Explain scale • Create colour-coded maps which demonstrate patterns
Fieldwork: Sketches and observations in the local area	Use all their senses to make observations of our woodland environment in different seasons. Draw what they see.	Make simple drawings of familiar places and features • Recognise difference between human/physical features • Carefully observe local area and make labelled sketches	Make more detailed field sketches/diagrams of local area • Annotate photos to show understanding of features • Make observations/sketches with notes and annotations • Amend sketches after reflection/feedback	Field sketches should show understanding of pattern, movement, change • Field sketches have detailed labels and annotations • Choose what to record and explain reasons

Asking questions	Ask simple questions to find out more about places of interest.	Ask simple geographical questions when visiting a local place/location • Ask more focused questions about local places/features	• Ask questions about the effects of human geography: e.g. traffic noise, • Ask questions that relate to observations: e.g. why is the road always dug up here? Ask and respond to geographical questions using evidence to support answers	Ask and investigate geographical questions, suggesting enquiries to test them. Ask questions that could be answered using a survey: e.g. new car parks or cycle lanes? • Ask questions that can be answered with numerical data Rainfall, noise levels
Collecting evidence	Talk about familiar places. Draw pictures of things that they have seen.	Answer questions verbally about a familiar place • Take photos of local area/trips • Make notes of observations to answer questions • Take photos of key features	Devise simple questionnaire to answer a geographical question • record using tally method • Use range of secondary sources to find answers and information • Record collected data in a table	Collect and record evidence. • Conduct a land use survey • Record measurement of physical features: e.g. rainfall • Create graphs and charts
Express views	Talk about the how Nacton is the same and different to the locations we study. Talk about how their home is the same and different to others.	• Compare two local places and describe similarities/differences • Notice some patterns in local human geographical features: post boxes are always red, • Compare two places (UK and non-European) and describe key similarities and differences • Record comparison in a simple table or grid	Give an opinion on reasons for changes in familiar places e.g. new buildings, parks • Make links between UK physical features and human use • Notice geographical patterns in the UK and suggest reasons – • Identify some key physical geography changes that can affect people: e.g. weather	Explain global geographical issues around human settlement e.g. climate change • Explain a geographical issue using evidence and data • Carry out research on geographical issues and patterns – coastal erosion • Create/present a report about a geographical issue