



Kew Riverside Progression of Skills



Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills to collect and analyse information Fieldwork	Observe, collect and record: 1.Carry out simple tasks and select information, using resources that have been given to me. 2.Make my own observations about physical and human features of places. 3.Use pictographs to show findings (whole symbols only).	Observe, collect and record: 1.Carry out simple tasks and select information, selecting resources I have chosen. 2. To observe and record physical and human features of places. 3. Use a tally chart to show findings.	Observe, collect and record: 1.Offer reasons for some of my observations, views and judgements. 2.Collect, measure and record information—use bar charts. 3.Describe physical and human features in terms of shape and size, in different localities within the UK and Europe.	Observe, collect and record: 1.Offer reasons for some of my observations, views and judgements and the impact of my findings. 2.Collect, measure and record information— use line graphs. 3.Describe and compare physical and human features in terms of shape and size, in different localities within the UK and Europe.	Observe, collect and record: 1.Select information and sources of evidence, and suggest plausible conclusions to my investigations. 2.Collect, measure and record information— use line graphs. 3.Describe and compare physical and human features in terms of shape and size, in different localities within the UK, the world and the Europe.	Observe, collect and record: 1.Select information and sources of evidence, and suggest and justify plausible conclusions to my investigations. 2.Collect, measure and record information— using a combination of representations incl. pie chart or climate graph. 3.Describe and compare physical and human features in terms of shape and size, in different localities within the UK, the world and the Europe.
	Analyse evidence and draw conclusions 1.Use what I have learnt and my own observations to answer questions.	Analyse evidence and draw conclusions 1.To ask questions and use what I have learnt and my own observations to answer questions. Use appropriate fieldwork techniques and instruments: •Carry out fieldwork investigations, outside the classroom, at a local scale.	Analyse evidence and draw conclusions 1.Begin to recognise and describe geographical patterns and appreciate the importance of wider geographical location in understanding places. 2.Recognise and describe physical and human processes. 3.Begin to understand how these can change the features of places, and how these changes affect the lives and activities of people living there.	Analyse evidence and draw conclusions 1.Begin to recognise and describe geographical patterns and appreciate the importance of wider geographical location in understanding places and the impact. 2.Recognise and describe physical and human processes. 3.Begin to understand how these can change the features of places, and give reasons for how these changes affect the lives and activities of people living there.	Analyse evidence and draw conclusions 1.Describe and begin to explain geographical patterns and physical and human processes. 2.Describe how these processes can lead to similarities and differences in the environments and in the lives of people who live there.	Analyse evidence and draw conclusions 1.Describe and begin to explain geographical patterns and physical and human processes. 2.Describe how these processes can lead to similarities and differences in the environments and in the lives of people who live there. 3.Recognise some of the links and relationships that make places dependent on each other.



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Geographical skills to collect and analyse information Fieldwork	Use appropriate fieldwork techniques and instruments: 1.Carry out fieldwork investigations, outside the classroom, at a local scale. <i>Examples Include:</i>	Use appropriate fieldwork techniques and instruments: 1.Carry out fieldwork investigations, outside the classroom, at a local scale. <i>Examples Include:</i>	Use appropriate fieldwork techniques and instruments: 1.Carry out fieldwork investigations, within the immediate locality and at a wider local scale, using instruments that I have selected independently. <i>Examples Include:</i>	Use appropriate fieldwork techniques and instruments: 1.Carry out fieldwork investigations, within the immediate locality and at a wider local scale, using instruments that I have selected independently. <i>Examples Include:</i>	Use appropriate fieldwork techniques and instruments: 1.Carry out fieldwork investigations, within the immediate locality and at a wider local scale, using the appropriate instruments. <i>Examples Include:</i>	Use appropriate fieldwork techniques and instruments: 1.Carry out fieldwork investigations, within the immediate locality and at a wider local scale, using the appropriate instruments. <i>Examples Include:</i>



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Geographical skills to interpret information Map Work	Map Skills: 1. Use locational language such as near, far, left and right to describe the location of features and routes on a map <i>2. Use simple compass directions (North, South, East and West)</i> 3. Use world maps and atlases to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 4. Follow directions in the classroom and around the school. 5. Follow a route using a plan. 6. Recognise simple symbols and identify using a given key. 7. Use maps to talk about everyday life: e.g. where I live, journey to school.	Map Skills: 1. Use locational language such as near, far, left and right to describe the location of features and routes on a map <i>2. Use simple compass directions (North, South, East and West)</i> 3. Use letter/number co-ordinates to locate features on a map. 4. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 5. Follow directions in the classroom and around the school. 6. Follow and create a route using a plan. 7. Recognise simple symbols and identify creating a key. 8. Use maps to talk about everyday life: e.g. where I live, journey to school.	Map skills: 1. Use 8 points of a compass 2. Give compass directions 3. Use four figure co-ordinates to locate features on a map. 4. Use a large-scale map to locate their own position and features outside the classroom. 5. Make a map of a short route, showing features in the order. 6. Identify symbols using a key. 7. Use the OS symbols for use on a map.	Map skills: 1. Use 8 points of a compass 2. Give compass directions to compare locations, e.g. x is north-east of ... 3. Use four figure co-ordinates to locate features on a map. 4. Use letter/number co-ordinates to locate features on a map 5. Use a large-scale map to locate their own position and features outside the classroom. 6. Make a map of a short route, showing features in the order. 7. Identify symbols using a key. 8. Use the OS for use on a map. 9.. I can recognise that contours show height and slope. 10. I can explain what places are like using maps.	Map skills: 1. Use four and six-figure co-ordinates to locate features on a map incl. OS maps. 2. Measure the straight line distance between two points on a plan: Use simple scales. 3. Identify significant lines of longitude and latitude and mark them on a map. 4. I can describe and interpret relief features.	Map skills: 1. Use four and six-figure co-ordinates to locate features on a map incl. OS maps. 2. Measure the straight line distance between two points on a plan: Use complex scales. 3. Measure curved line distance between two points 4. Identify significant lines of longitude and latitude and mark them on a map. 5. I can describe and interpret relief features.
	Using an atlas: 1. Know what an atlas is and understand how to use it on given pages.	Using an atlas: 1. Know what an atlas is and understand how to use it.	Using an atlas: 1. Using an atlas, identify the countries and seas that border on to the UK. 2. Use an atlas to locate and name countries and their capital cities.	Using an atlas: 1. Using an atlas, identify the countries and seas that border on to the UK. 2. Use an atlas to locate and name countries and their capital cities.	Using an atlas: 1. Use the index and contents pages to find information in an atlas. 2. Identify countries from their outlines.	Using an atlas: 1. Use the index and contents pages to find information in an atlas. 2. Identify countries from their outlines.



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Geographical skills to interpret information Map Work	Creating maps: 1.Devise a simple map; and use basic symbols in a key. 2.E.g. real or imaginary.	Creating maps: 1.Devise a simple map; and use and construct basic symbols in a key. 2.E.g. real or imaginary.	Creating maps: 1.Create an illustrated map to show where (animals/industry/people) live. 2.Create a land-use map by colour shading a map of an area to indicate residential and commercial/ industrial areas. 3.Work collaboratively to create a simple scale plan of a room.	Creating maps: 1.Create an illustrated map to show where (animals/industry/people) live. 2.Create a land-use map by colour shading a map of an area to indicate residential and commercial/ industrial areas. 3. Create a simple scale plan of a room.	Creating maps: 1.Draw simple plans and maps to scale. 2.Know the appropriate way to record the scale of my map or plan. 3.Draw a sketch map using symbols and a key. 4.Know how height can be indicated on a map. Create maps with layer shading to indicate height. 5.Locate and name countries on maps with their capital cities. 6.Make a map showing distribution e.g. earthquakes and volcanoes. 7.Make a pictorial map 8.Create a map to show key imports and exports with the locations of the originating countries.	Creating maps: 1.Draw simple plans and maps to scale. 2.Know the appropriate way to record the scale of my map or plan. 3.Draw a sketch map using symbols and a key. 4.Know how height can be indicated on a map. Create maps with layer shading to indicate height. 5.Locate and name countries on maps with their capital cities. 6.Make a map showing distribution e.g. earthquakes and volcanoes. 7.Make a pictorial map 8.Create a map to show key imports and exports with the locations of the originating countries.
	Aerial Photos: 1.Use aerial photographs to find information. 2.Recognise the difference between a map of an area and an aerial photograph of the same place.	Aerial Photos: 1.Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 2.Recognise the difference between a map of an area and an aerial photograph of the same place and decide which map helps us at different times/ purposes. 3.I can make an Ariel map, e.g: the classroom/ playground.	Aerial photographs: 1.Identify features on aerial photographs. 2.Use an atlas to identify key geographical features.	Aerial photographs: 1.Identify features on aerial photographs and match them to maps. 2.Use an atlas to identify key geographical features.	Aerial photos: 1.Identify features on both a large-scale map and on a vertical air photograph of the same place	Aerial photos: 1.Identify features on both a large-scale map and on a vertical air photograph of the same place



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Geographical skills to communicate	<p>Communicate in ways appropriate to the task and audience:</p> <ol style="list-style-type: none"> 1. Attempt to describe through talking, drawing and asking questions. 2. Use pictograms (data may be collected by the teacher). 3. Describe in simple sentences and drawings. 	<p>Communicate in ways appropriate to the task and audience:</p> <ol style="list-style-type: none"> 1. Attempt to describe through talking, drawing and asking questions. 2. Use simple charts and graphs (data collected by children). 3. Describe in simple sentences and drawings. 	<p>Communicate in ways appropriate to the task and audience:</p> <ol style="list-style-type: none"> 1. Present and explain my findings in written form and in simple graphs and diagrams. 	<p>Communicate in ways appropriate to the task and audience:</p> <ol style="list-style-type: none"> 1. Present and explain my findings in written form and in simple graphs, databases and diagrams. 	<p>Communicate in ways appropriate to the task and audience:</p> <ol style="list-style-type: none"> 1. Present my findings both graphically and in writing. 2. Use the appropriate skills and decide a suitable way to present my information. 3. Present information from primary and secondary sources appropriately. 	<p>Communicate in ways appropriate to the task and audience:</p> <ol style="list-style-type: none"> 1. Present my findings both graphically and in writing. 2. Use the appropriate skills and decide a suitable way to present my information. 3. Present information from primary and secondary sources appropriately.
			<p>Interpreting maps:</p> <ol style="list-style-type: none"> 1. Explain why different locations make great settlements. 	<p>Interpreting maps:</p> <ol style="list-style-type: none"> 1. Explain why different locations make great settlements. 2. Create an infographic 	<p>Interpreting maps:</p> <ol style="list-style-type: none"> 1. Interpret relief maps 2. Interpret weather maps. 3. Extract information from thematic maps which show distribution patterns. 4. Select most appropriate route on a map for a given task and give directions for route. 5. Link areas of high land with rainfall. 6. Identify significant lines of longitude and latitude and mark them on a map. 	<p>Interpreting maps:</p> <ol style="list-style-type: none"> 1. Interpret relief maps 2. Interpret weather maps. 3. Extract information from thematic maps which show distribution patterns. 4. Select most appropriate route on a map for a given task and give directions for route. 5. Link areas of high land with rainfall. 6. Identify significant lines of longitude and latitude and mark them on a map.



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Geographical skills to communicate	Use secondary sources of information: 1.Use photographs and drawings to recognise and describe some common features.	Use secondary sources of information: 1.Use photographs and drawings to recognise and describe some common features 2.Use secondary sources to find out about places in my own region.	Use secondary sources of information: 1.Use primary and secondary sources of evidence in my investigations. 2.Use some secondary sources to find out about other places in my region and parts of the world.	Use secondary sources of information: 1.Use primary and secondary sources of evidence in my investigations. 2.Use some secondary sources to find out about other places in my region, nation and different parts of the world.	Use secondary sources of information: 1.Select appropriate primary and secondary sources of evidence for use in my investigations. 2.Use a number of secondary sources to find out about various places in my region, nation and different parts of the world, (including the EU).	Use secondary sources of information: 1.Select appropriate primary and secondary sources of evidence for use in my investigations. 2.Use a number of secondary sources to find out about various places in my region, nation and different parts of the world, (including the EU).
	Use ICT to help in Geographical investigations: 1.Use simple programmes, supported by my teacher, to gather information.	Use ICT to help in Geographical investigations: 1.Use simple programmes, supported by my teacher, to gather and present information.	Use ICT to help in Geographical investigations: 1.Represent information that I have collected, using a range of ICT programmes.	Use ICT to help in Geographical investigations: 1.Represent information that I have collected, using a range of ICT programmes.	Use ICT to help in Geographical investigations: 1.Independently represent information that I have collected, selecting the most appropriate programme for the purpose of the task.	Use ICT to help in Geographical investigations: 1.Independently represent information that I have collected, selecting the most appropriate programme for the purpose of the task.