



Progression of Geographical Skills

	Geographical skills	Fieldwork enquiry	Identify patterns and links	Using examples and vocabulary
Y1	<ul style="list-style-type: none"> Use globe, atlas and map to locate the UK and Europe, continents, oceans and Equator. Use a site map and aerial photograph of the school. Use direction including 4-point compass. Introduce Google Earth and Google maps. 	<ul style="list-style-type: none"> Use observational skills to note the difference between human and physical features. 'Walk around' the school with a map. Data recording of the weather. Class survey of holidays in UK and overseas and record the data collected – produce a bar graph. 	<ul style="list-style-type: none"> Do all UK countries have a capital city? Identify similarities and differences. Why do people travel. 	<ul style="list-style-type: none"> Name four countries making up the UK. Use directional language – near/far and left/right. Name the seven continents and five oceans.
Y2	<ul style="list-style-type: none"> Create a map of the local area with key and symbols. Use aerial photographs and Google Earth to identify landmarks and key human and physical features. Start to use 8-point compass directions. Locate North and South Poles and Equator. Identify a local and national river, such as the River Thames on a map. 	<ul style="list-style-type: none"> Carry out a land-use study of human and physical features and landmarks in the local area. Pupils to create a hypothesis to test. Visit a local stream close to the school site to view – play 'Poohsticks'. 	<ul style="list-style-type: none"> Identify similarities and differences between maps. Identify similarities and differences of seasons and weather in hot and cold deserts. 	<ul style="list-style-type: none"> Key, symbol, map, human and physical. Sahara Desert and Antarctica. Name a local and national river. River, sea, ocean and valley.
Y3	<ul style="list-style-type: none"> Use aerial photographs to identify landmarks and key human and physical features. Use direction including 8 point compass directions. Plot a route on a map such as route home from school. Design with symbols, title and key. Use maps and atlas to locate volcanoes in the world. Use globe, maps and atlas to locate countries and two areas. 	<ul style="list-style-type: none"> Study of human and physical features in the local area. 	<ul style="list-style-type: none"> Do all volcanoes occur on plate boundaries or do some sit away from the boundary, such as the Hawaiian Hotspot. Do both positive and negative impacts of tourism arise in both case study areas of Italy. 	<ul style="list-style-type: none"> Use UK examples of key human and physical features. Use key terms such as active, magma, lava and crater. Use case study of Stromboli in Italy. Case studies of the Alps and Amalfi coast using key terms such as tourism, economic, environmental and social.
Y4	<ul style="list-style-type: none"> Locate on a world map using an atlas and map. Analyse and interpret climate data. Locate and map major tectonic plates and identify earthquake distribution zones. Use photographs to recognise effects and responses of earthquakes. 	<ul style="list-style-type: none"> Virtual fieldwork using Google maps and Google Earth. 	<ul style="list-style-type: none"> Identify and compare similarities and differences between data. Link rainforest location and climate. Does most earthquake damage occur on tectonic plate boundaries? Do most fatalities occur where population densities are high? 	<ul style="list-style-type: none"> Use key terms urban and rural to denote towns/cities and countryside; and magnitude, epicentre and focus with reference to earthquakes. Name locations of rainforests, rainforest layers and adaptations. Use case studies of HIC and LIC countries.
Y5	<ul style="list-style-type: none"> Use globes, atlases and maps to locate. Construct and plot bar and pie graphs. Use OS maps to undertake four and six figure grid references. Identify key features using photographs. Using data to compare graphs. 	<ul style="list-style-type: none"> Create a survey and analyse F/W data collected: qualitative and quantitative. Virtual fieldwork using Google maps and Google Earth. 	<ul style="list-style-type: none"> Which countries produce the most food? Identify links between latitude and climate.; and population and climate. Is climate change occurring in all zones? 	<ul style="list-style-type: none"> Name examples of UK food sources and use terms such as import/export, subsistence/commercial and economic. Name three UK rivers and use key terms such as source and mouth and from the hydrological cycle – evaporation and condensation. Use key terms such as polar, desert and tropical climate zones.
Y6	<ul style="list-style-type: none"> Use atlas and map to locate settlements. Annotate photographs. Present F/W results using a range of presentation methods such as field sketch, site plan and graphs. 	<ul style="list-style-type: none"> School site survey and local area survey. Virtual F/W using Google Earth. Use OS and Google Maps to locate the survey area. Hypothesis, data collection, methodology, data analysis and interpretation, conclusions and evaluation. 	<ul style="list-style-type: none"> Where there is more provision, is the environment 'cleaner'. Categorise key information. What are the similarities and differences between life in Dharavi and Moira camp. Link to global and national politics of each country 	<ul style="list-style-type: none"> Use a case study of UK sustainable living – BEDZED. Use terms including renewable, sustainable, environment and pollution. Use case studies to illustrate migration. Use key terms such as Push and Pull factors, migration, migrant, refugee, slum and rural-urban migration.



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