

## Geography Skills Progression

At Burford Primary School, we recognise the importance of Geography to develop an understanding and respect of the world around us. We utilise geography learning opportunities to embed the school's vision of Respect, Aspire, Achieve. We prioritise explicitly teaching skills which promote positive well-being and developing children's independence.

Geography is planned utilising the high quality planning in the Cornerstones curriculum as one of the main topic focuses. More information about the Cornerstones curriculum can be found [here](#). To embed learning, geography topics are supported by companion projects, which support children to develop their understanding of a theme or topic across a range of subjects, helping children to understand what they have learned.

Each year begins with key geographical information being taught within year groups, then children will work together as a class. The key knowledge that is to be taught can be found on the class curriculum page, and this is taught on a three year rolling cycle to support our mixed age classes and ensure all children cover the full curriculum during their time with us. Progression is planned both yearly, with topics becoming more complex throughout each year, and also over time. The progression of skills (below, adapted from Cornerstones Curriculum) is used to ensure that each topic is taught with the appropriate age related skills.

The planned learning activities are supported by opportunities for wider outdoor learning, both in our school grounds and vicinity, and on field trips to places further away.

## Geography Skills Progression

Big Idea	Aspect	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human Kind	Human features and landmarks	Notice and begin to name different man-made features in the immediate environment, including the school grounds, local streets and the place they live.	Name and talk about man-made features in the local environment, including shops, houses, streets and parks.	Name and describe the purpose of human features and landmarks.	Use geographical vocabulary to describe how and why people use a range of human features.	Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.	Describe a range of human features and their location and explain how they are interconnected.	Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.	Explain how humans function in the place they live.
	Settlements and land use	Say how two places in the immediate environment are the same or different.	Describe a contrasting environment to their own.	Identify the characteristics of a settlement.	Describe the size, location and function of a local industry.	Describe the type and characteristics of settlement or land use in an area or region.	Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.	Describe in detail the different types of agricultural land use in the UK.	Describe the distribution of natural resources in an area or country.

## Geography Skills Progression

Processes	Climate and weather			Identify patterns in daily and seasonal weather.	Describe simple weather patterns of hot and cold places.	Explain how the weather affects the use of urban and rural environments.	Explain climatic variations of a country or continent.	Explain how the climate affects land use.	Evaluate the extent to which climate and extreme weather affect how people live.
	Physical processes		Describe how different types of weather affect the local environment.		Describe, in simple terms, the effects of erosion.	Explain the physical processes that cause earthquakes and volcanic eruptions.	Use specific geographical vocabulary and diagrams to explain the water cycle.	Describe how soil fertility, drainage and climate affect agricultural land use.	Describe the physical processes, including weather, that affect two different locations.

## Geography Skills Progression

Investigation	Geographical resources		Use photographs and maps to identify and describe human and physical features from their locality.	Identify features and landmarks on an aerial photograph or plan perspective.	Study aerial photographs to describe the features and characteristics of an area of land.	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.	Analyse and compare a place, or places, using aerial photographs, atlases and maps.	Use satellite imaging and maps of different scales to find out geographical information about a place.
	Data analysis	Use small world toys, such as cars and model houses, to represent data from the locality.	Begin to collect simple geographical data during fieldwork activities.	Collect simple data during fieldwork activities.	Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).	Analyse primary data, identifying any patterns observed.	Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.	Summarise geographical data to draw conclusions.	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.

## Geography Skills Progression

	Fieldwork	Take part in simple fieldwork activities, such as helping to take photographs or recording simple data.	Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	Carry out fieldwork tasks to identify characteristics of the school grounds or locality.	Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	Gather evidence to answer a geographical question or enquiry.	Investigate a geographical hypothesis using a range of fieldwork techniques.	Construct or carry out a geographical enquiry by gathering and analysing a range of sources.	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.
Materials	Natural and man-made materials					Name and describe the types, appearance and properties of rocks.	Describe and explain the transportation of materials by rivers. Describe the properties of different types of soil.	Explain how the topography and soil type affect the location of different agricultural regions.	Explain how the presence of ice makes the polar oceans different to other oceans on Earth.

## Geography Skills Progression

Nature	Physical features			Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	Describe the parts of a volcano or earthquake. Name and describe properties of the Earth's four layers.	Identify, describe and explain the formation of different mountain types.	Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.	Compare and describe physical features of polar landscapes.
	Environment	Show care for living things and the environment.	Describe ways to look after the immediate environment.	Describe how pollution and litter affect the local environment and school grounds.	Describe ways to improve the local environment.	Identify the five major climate zones on Earth.	Describe altitudinal zonation on mountains.	Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.	Explain how climate change affects climate zones and biomes across the world.

## Geography Skills Progression

	Sustainability			Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.	Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.	Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.	Describe how natural resources can be harnessed to create sustainable energy.	Identify and explain ways that people can improve the production of products without compromising the needs of future generations.	Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.
Place and space	World	Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.	Begin to notice and talk about the different places around the world, including oceans and seas.	Name and locate the world's seven continents and five oceans on a world map.	Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.	Locate countries and major cities in Europe (including Russia) on a world map.	Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.	Name, locate and describe major world cities.	Explain interconnections between two or more areas of the world.

## Geography Skills Progression

	UK	Show an interest in the place they live on a map or globe.	Identify the United Kingdom on a world map or globe.	Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.	Identify characteristics of the four countries and major cities of the UK.	Name, locate and describe some major counties and cities in the UK.	Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. Identify the topography of an area of the UK using contour lines on a map.	Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.
	Location	Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories.	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.	Locate hot and cold areas of the world in relation to the equator.	Locate the equator and the North and South Poles on a world map or globe.	Locate significant places using latitude and longitude.	Identify the location of the Tropics of Cancer and Capricorn on a world map.	Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).

## Geography Skills Progression

	Position	Discuss routes and locations and use and understand some positional language.	Use simple positional language to describe where things are in relation to each other and give directions.	Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.	Use simple compass directions to describe the location of features or a route on a map.	Use the eight points of a compass to locate a geographical feature or place on a map.	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.	Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.
	Maps	Describe a familiar route and use maps as part of role play.	Make and use simple maps in their play to represent places and journeys, real and imagined.	Draw or read a simple picture map.	Draw or read a range of simple maps that use symbols and a key.	Use four-figure grid references to describe the location of objects and places on a simple map.	Use four or six-figure grid references and keys to describe the location of objects and places on a map.	Identify elevated areas, depressions and river basins on a relief map.	Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.

## Geography Skills Progression

Comparison	Compare and contrast	Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources.	Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.	Identify the similarities and differences between two places.	Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.	Classify, compare and contrast different types of geographical feature.	Describe and compare aspects of physical features.	Identify and describe the similarities and differences in physical and human geography between continents.	Describe the climatic similarities and differences between two regions.
Significance	Significant places		Discuss and describe places that are important to them.	Name important buildings and places and explain their importance.	Name, locate and explain the significance of a place.	Name and locate significant volcanoes and plate boundaries and explain why they are important.	Name, locate and explain the importance of significant mountains or rivers.	Identify some of the problems of farming in a developing country and report on ways in which these can be supported.	Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.

## Geography Skills Progression

Change	Geographical Change		Discuss how the local environment has changed over time using photographs and first-hand experiences.	Describe how a place or geographical feature has changed over time.	Describe how an environment has or might change over time.	Describe how a significant geographical activity has changed a landscape in the short or long term. Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).	Explain how the physical processes of a river, sea or ocean have changed a landscape over time.	Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.
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