



Bolton-le-Sands C of E Primary School

Geography progression of skills



This progression of skills document details how each key skill develops sequentially in Geography throughout school.

Areas of study	EYFS	KS1	Lower KS2	Upper KS2
Location and Place Knowledge	<ul style="list-style-type: none">• Talk about their school and village.	<ul style="list-style-type: none">• Name and locate some (<u>significant</u>) places in their locality, the UK and wider world	<ul style="list-style-type: none">• Name and locate a wider range of places in their locality, the UK and wider world (<u>including some globally significant features</u>).	<ul style="list-style-type: none">• Name and locate an increasing (<u>extensive</u>) range of places in the world including globally and topically significant features and events.
Human and Physical Geography	<ul style="list-style-type: none">• Use appropriate words (e.g. village, town, road, path, house, church, wood, canal) to help make distinctions in their observations.	<ul style="list-style-type: none">• Describe some places and features using basic (<u>simple</u>) geographical vocabulary.• Express their views on some features of their environment, e.g. what they do or do not like.• <u>Make observations about features that give places their character.</u>	<ul style="list-style-type: none">• Use geographical language to describe (<u>identify and explain</u>) some aspects of human and physical features and patterns.• Make observations about places and features that change over time (<u>and the links between people and environments</u>).	<ul style="list-style-type: none">• Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.• Demonstrate understanding of how and why some features or places are similar or different and how and why they change.• <u>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</u>

*Note: Underlined text in brackets are objectives for Years 2, 4 and 6 in each phase.



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Enquiry and Investigation	<ul style="list-style-type: none">• Comment and ask questions about familiar / other places and people.	<ul style="list-style-type: none">• Ask and answer simple geographical questions (<u>when investigating different places and environments</u>).• Describe some similarities and differences (<u>and patterns, e.g. comparing their lives with those of children in other places and environments</u>) when studying places and features e.g. hot and cold places of the world.	<ul style="list-style-type: none">• Ask and answer more searching geographical questions when investigating different places and environments (<u>including 'how?' and 'why'?</u>).• Identify (<u>and describe</u>) similarities, differences and patterns when comparing (<u>investigating different</u>) places and features (<u>environments and people</u>).	<ul style="list-style-type: none">• Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? (<u>e.g. What happened in the past to cause that? How is it likely to change in the future?</u>)• Recognise geographical issues affecting people in different places and environments.• <u>Make predictions and test simple hypotheses about people, places and geographical issues.</u>
Fieldwork	<ul style="list-style-type: none">• Look closely at similarities and differences between different familiar / other places and make simple comparisons.• Observe features of their school and its grounds.	<ul style="list-style-type: none">• Observe and describe daily weather patterns.• <u>Identify seasonal and daily weather patterns.</u>• Use (<u>develop</u>) simple fieldwork and observational skills when studying the geography of their school and its grounds (<u>and local environment</u>).	<ul style="list-style-type: none">• Observe, record, and name (<u>and explain</u>) (<u>physical and human</u>) geographical features in their local environments.	<ul style="list-style-type: none">• Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.• <u>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</u>

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Interpreting Geographical Information	<ul style="list-style-type: none">• Know about the features of different places.• Create simple drawings, paintings, models or maps of known / imaginary landscapes.	<ul style="list-style-type: none">• Use a range of sources such as simple maps, globes, atlases and images (<u>and aerial photos to identify features and places as well as to follow routes</u>).• Know that symbols mean something on maps.• <u>Use simple compass directions as well as locational and directional language when describing features and routes.</u>	<ul style="list-style-type: none">• Use a range of sources including digital maps, atlases, globes and satellite images (<u>and Ordnance Survey maps</u>) to research and present geographical information.• Use the eight compass points and recognise some Ordnance Survey symbols on maps.• <u>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</u>	<ul style="list-style-type: none">• Use a range of maps and other sources of geographical information and select the most appropriate for a task.• <u>Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</u>• Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.• <u>Recognise and use an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</u>

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Communicating Geographical Information	<ul style="list-style-type: none">• Talk about the features of different familiar / other places.• Talk about pattern and change in relations to places with which they are familiar.• Use words to express opinions on built environments (e.g. busy, quiet, pollution).	<ul style="list-style-type: none">• Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.• <u>Express views about the environment and can recognise how people sometimes affect the environment.</u>• Draw, speak or write about simple geographical concepts such as what they can see where.• <u>Create their own simple maps and symbols.</u>	<ul style="list-style-type: none">• Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively (<u>and that other people may think differently</u>).• Communicate geographical information through a range of methods including the use of ICT (<u>including digital maps, plans, graphs and presentations</u>).	<ul style="list-style-type: none">• Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.• <u>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</u>• Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.• <u>Communicate geographical information using a wide range of methods including writing at increasing length.</u>

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