

White Hall Academy Progression of Skills document 2019-2020

Geography

Inspire curiosity about the world and its people and develop knowledge about diverse places, people, resources and natural and human environments.

KS1 – Key Aims

Develop knowledge about the world, the UK and their locality.
Understand basic subject-specific vocabulary relating to human and physical geography.
Begin to use geographical skills such as first hand observation to enhance their locational awareness.

KS2 – Key Aims

Extend knowledge and understanding beyond the local area to include the UK, Europe, North and South America.
Build knowledge of the world’s most significant human and physical features.
Use geographical knowledge, understanding and skills to enhance their location and place knowledge.

Place Knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit name	Unit name	Unit name	Unit name	Unit name	Unit name	Unit name
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
Describe their immediate environment I can talk about where I go to school and places close to where I live.	Recognise similarities and differences between human features of places within the UK I can talk about similarities and difference in the human features I can talk about similarities and differences between myself and other people.	Make simple comparisons between features of different places I can talk about similarities and difference in the human and physical features. I can talk about similarities and differences between my life and people in a small area outside of Europe.	Recognise geographical features of a region within North or South America I can name the human and physical features of a region. I can talk about similarities and difference of the cultures of where I live and an regions of North or South America	Explain geographical features of a region within North or South America. I can describe the human and physical features of the regions studied. I can discuss similarities and difference between the cultures and customs of places I have studied	Recognise and explain geographical features of a region of the UK I can describe the human and physical features of the regions studied. I can explain some reasons for differences between the cultures and customs of places I have studied	Recognise and explain geographical features of a region within a European country. I can describe the human and physical features of the regions studied. I can discuss a range of reasons for differences between the cultures and customs of places I have studied

A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
<p>Know differences between immediate environment and other places.</p> <p>I can say how where I live is different from other places.</p>						<p>Recognise similarities and differences between physical features of place within the UK</p> <p>I can talk about similarities and difference in the physical features</p>						<p>Compare and contrast a small area of the UK with a small area in a non-European country</p> <p>I can talk about the similarities and different between where I live and a small area outside of Europe.</p>						<p>Compare and contrast the regions study with a small local area of the UK.</p> <p>I can talk about the similarities and different between where I live and a region in North or South America.</p>						<p>Compare and contrast the regions study with a small local area of the UK and with support explore reason why places are different.</p> <p>I can talk about the similarities and different between my local area and two other regions.</p> <p>I can give reasons why places are different.</p>						<p>Compare and contrast the regions they study using secondary sources begin to give several reasons why places are different.</p> <p>I can talk about the similarities and different between where I live and two places other in the UK</p> <p>I can discuss different reasons why places are different.</p>						<p>Compare and contrast and explain several reasons for how and why places a similar to or different from one another.</p> <p>I can talk about the similarities and different between where I live and two places within Europe.</p> <p>I can discuss different reasons why places are different or similar to each other.</p>					

Locational Knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																			
Unit name	Unit name	Unit name	Unit name	Unit name	Unit name	Unit name																																			
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
<p>Observe and identify features of environment and the natural world.</p> <p>I can talk about what my school looks like and landmarks I see on my way to school</p>						<p>Learn names of countries within the United Kingdom</p> <p>I can point out and name the 4 countries of the UK.</p>						<p>Locate and describe the four countries and capital cities of the UK.</p> <p>I can locate the 4 countries of the UK.</p> <p>I can identify different characteristics of each country.</p>						<p>Use maps, atlases and globes to name and locate countries in North and South America.</p> <p>I can find counties in North and South America on a map.</p>						<p>Locate and name counties of North and South America and their capital cities on world maps, atlases and globes.</p> <p>I can locate countries in North and South America on a map.</p> <p>I can point out the capital cities of countries</p>						<p>Use maps, atlases and globe to names and locate countries, counties and cities of the UK.</p> <p>I can locate the countries of the UK.</p> <p>I can locate the counties of the UK.</p> <p>I can name major cities of the UK.</p>						<p>Use maps, atlases and globe to names and locate countries and cities of Europe.</p> <p>I can locate the countries of Europe.</p> <p>I can locate the capitals cities of Europe</p>					

S1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
<p>Talk about features they like and dislike and how the environment changes</p> <p>I can talk about how the environment changes over the year.</p> <p>I can say why things might change</p>						<p>Learn names of UK capital cities and surrounding seas.</p> <p>I can talk about the capital cities of the UK.</p> <p>I can name the seas surrounding the UK.</p>						<p>Name and locate the seven continents and five oceans</p> <p>I can name the 7 continents.</p> <p>I can name the 5 oceans.</p> <p>I can discuss where me and my family come from thinking about how places are connected.</p>						<p>Describe the physical and human characteristics of North and South America.</p> <p>I can name the physical features of a region.</p> <p>I can name the human features of a region.</p> <p>I can begin to recognise how places are linked around the world</p>						<p>Describe the environmental, physical and human characteristics of North and South America.</p> <p>I can name and locate the physical features of a region.</p> <p>I can name and locate the human features of a region.</p> <p>I can describe environmental regions within the continents and countries.</p>						<p>Describe the environment, physical and human characteristics of regions of the UK.</p> <p>I can name and locate key physical features around the UK.</p> <p>I can name and locate key human features of the UK.</p> <p>I can describe the environmental regions of the UK.</p> <p>I can to recognise how the UK is linked to other places around the world.</p>						<p>Describe the environment, physical and human characteristics of regions of Europe.</p> <p>I can name and locate key physical features around Europe</p> <p>I can name and locate key human features around Europe.</p> <p>I can describe the environmental regions around Europe.</p> <p>I can discuss how the UK and Europe are linked to each other and with other places around the world</p>					
<p>Locate and name major features of the UK on a map</p> <p>I can point out the UK on a world Map.</p> <p>I can talk about some key features of the UK e.g. capital cities, rivers, seas</p>						<p>Identify & describe where places are using globes and simple maps.</p> <p>I can point out the 7 continents on a map or globe.</p> <p>I can point out the 5 oceans on a map or globe</p>						<p>Recognise and locate key hills and mountains around the UK.</p> <p>I can name and locate mountains within the UK.</p> <p>I can begin to discuss land use near these physical features.</p>						<p>Locate mountains, volcanoes and significant coastal areas around the world.</p> <p>I can name and locate mountains within the UK and around the world.</p> <p>I can identify significant marine</p>						<p>Recognise, locate and describe coastlines around the UK.</p> <p>I can describe similarities and differences between coastlines.</p> <p>I can discuss and why coastlines have changed over time</p>						<p>Recognise and describe key rivers around the UK.</p> <p>I can name a locate rivers in the UK</p> <p>I can discuss how physical features have impacted land use.</p> <p>I can discuss how</p>											

				features around the world e.g Great Barrier Reef		land use has changed over time.
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2			
			<p>Locate the Northern hemisphere, Southern hemispheres, Arctic and Antarctic circles. Begin to identify the significance of these.</p> <p>I can locate: -The Northern and Southern Hemispheres -Arctic and Antarctic circles</p> <p>I can begin to discuss why these are significant places.</p>	<p>Locate the equator, topic of Cancer and Capricorn and identify the significance of these areas.</p> <p>I can locate: - The Equator. -The topics of Cancer and Capricorn.</p> <p>I can discuss why these are significant areas.</p>	<p>Locate the prime/Greenwich Meridian and time zones around the world and identify the significance of these areas.</p> <p>I can locate: -The Greenwich Meridian -Different times zones around the world.</p> <p>I can explain the significance and impact of time zones</p>	<p>Identify and understand latitude and longitude.</p> <p>I can understand what is meant by longitude and latitude.</p> <p>I can identify the longitude and latitude of regions I have studied.</p>

Human and Physical Geography

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit name	Unit name	Unit name	Unit name	Unit name	Unit name	Unit name
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Observe plants and animals in their environment noticing seasonal patterns</p> <p>I can talk about how plants changed over the year. I can name animals and insects I see near</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>I can name and order the four seasons.</p> <p>I can describe daily weather and how it changes.</p>	<p>Identify hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>I can locate hot and cold areas on a map.</p>	<p>Describe and understand key physical features – Mountains, Volcanoes and Earthquakes.</p> <p>I can explain how volcanoes are formed</p>	<p>Describe and understand key physical features – Climate Zones, Biomes and Vegetation belts.</p> <p>I can locate different climate zones on a world map.</p>	<p>Describe and understand key physical features – The Water Cycle and Coastlines</p> <p>I can describe the water cycle and explain the different stages.</p>	<p>Describe and understand key physical features – Rivers</p> <p>I can describe how rivers are formed.</p> <p>I can describe how rivers may change</p>

my school.	I can discuss what the weather is like in different seasons.	I can talk about why some place are hot and other are cold.	I can explain how earthquakes happen. I can locate and describe key mountain ranges and volcanoes around the world. I can locate areas in which earthquakes occur.	I can describe the key characteristics of each biome and compare them. I can identify vegetation belts.	I can explain how coastlines are different around the UK. I can discuss why and how coastlines have changed over time	over time.
<p>A1 A2 S1 S2 S1 S2</p> <p>Know about similarities and difference between themselves and others around the world</p> <p>I can talk about things I like and don't like.</p> <p>I understand that other children will like and dislike different things.</p> <p>I can talk about how other families are similar or different to my family.</p>	<p>A1 A2 S1 S2 S1 S2</p> <p>Use geographical vocabulary to describe human features: city, town, village, house, office, shop</p> <p>I can use basic geographical vocabulary to describe human features.</p>	<p>A1 A2 S1 S2 S1 S2</p> <p>Use geographical vocabulary to describe human features: Year 1 and factory, farm, park, pier, port, harbour</p> <p>I can use geographical vocabulary to describe human features.</p>	<p>A1 A2 S1 S2 S1 S2</p> <p>Describe and understand key human features – types settlements and land use.</p> <p>I can discuss reasons why settlements were formed.</p> <p>I can compare settlements.</p> <p>I can discuss how land use has changed over time.</p>	<p>A1 A2 S1 S2 S1 S2</p> <p>Describe and understand key human features – distribution of natural resources such as food.</p> <p>I can explain where food is grown around the world.</p> <p>I can begin to discuss how food is transported between countries.</p>	<p>A1 A2 S1 S2 S1 S2</p> <p>Describe and understand key human features – types settlements, land use and trade links</p> <p>I can discuss how settlements positively and negatively impact the environment</p> <p>I can discuss trade links between countries</p>	<p>A1 A2 S1 S2 S1 S2</p> <p>Describe and understand key human features – distributions of natural resources such as energy, water and food</p> <p>I can explain how natural resources are distributed around the globe.</p> <p>I can discuss how the use of natural resources can impact the environment.</p>
<p>A1 A2 S1 S2 S1 S2</p>	<p>A1 A2 S1 S2 S1 S2</p> <p>Use geographical vocabulary to describe physical features: beach, cliff, coast, sea, season, weather, river</p>	<p>A1 A2 S1 S2 S1 S2</p> <p>Use geographical vocabulary to describe physical features: Year 1 and forest, vegetation, soil, hill, mountain,</p>	<p>A1 A2 S1 S2 S1 S2</p> <p>Use appropriate geographical vocabulary related to the topics studied.</p> <p>I can explain the</p>	<p>A1 A2 S1 S2 S1 S2</p> <p>Use appropriate geographical vocabulary related to the topics studied.</p> <p>I can explain the</p>	<p>A1 A2 S1 S2 S1 S2</p> <p>Accurately use geographical vocabulary related to the topics studied</p> <p>I can accurately use a</p>	<p>A1 A2 S1 S2 S1 S2</p> <p>Confidently use geographical vocabulary related to the topics studied</p> <p>I can accurately and</p>

		valley, ocean	terms physical geography and human geography. I can begin to use a range of geographical vocabulary to identify and describe features of places studied.	differences between the terms human and physical geography I can use a wide geographical vocabulary to identify describe and compare features of the places studied.	wide geographical vocabulary to identify describe and compare features of the places studied.	confidently use a wide geographical vocabulary to identify describe and compare features of the places studied.																													
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
						Learn about the environmental impact of people and settlements I can identify how settlements have changed land use over time I can identify some examples of how economic activities has changed place over time.	Recognise how people can improve or damage an environment I can discuss the positives and negatives of human activity in locations studied I can discuss how human activity affects the climate of a place over time and how humans try to manage this impact. I can discuss my own views about geographical issues	Recognise how and why people may seek to manage environments sustainably I can discuss ways in which humans try to manage coastal areas and the impact of these actions. I can understand different views people hold about geographical issues	Investigate how decisions about places and environment impact the future quality of people's lives I can investigate human activity in an area. I can discuss the impact on the climate over time and how humans try to manage this impact. I can discuss and debate different views people hold about geographical issues																										

Geographical Skills & Fieldwork

Reception							Year 1						Year 2						Year 3						Year 4						Year 5						Year 6											
Unit name							Unit name						Unit name						Unit name						Unit name						Unit name																	
A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2	
Find out about the environment using different resources.							Use maps and globes to identify the UK, its countries and seas.						Use maps, globes and atlases to identify the UK, continents, countries and oceans studied.						Use maps, globes, atlases and digital mapping to locate countries and describe features of regions studied.						Use maps, globes, atlases and digital mapping to locate countries and describe features of regions studied.						Use maps, globes, atlases and digital mapping to locate countries and describe features of regions studied.																	
I can ask questions to find information							I know that maps give information about the world.						I can explain what information is shown in world maps.						I can find information using maps, globes and atlases.						I can find information using maps, globes and atlases, using it to explain what places are like						I can relate different maps to each other and use them to explain what places are like.						I can use a range of maps at different scales and explain how they are related to each other.											
I can look at photos and map and talk about what I can see							I can recognise simple features on a map.						I can recognise features on maps, globes and in atlases.						I can discuss what places are like using the information from maps.						I can recognise some patterns in maps and begin to explain what they show e.g contours show height and slope.						I can use thematic maps for a specific purpose.						I can explain the different information shown on related maps and describe the places I have studied.											
I can talk about places I have visited							I can use maps to talk about where I live and local places.						I can use information on maps to talk about places.						I can use the index and contents page of atlases.						I can begin to use thematic maps and maps of different scales.						I know that purpose, scale, symbols and style are related and can explain how the connect.						I can interpret distribution maps and use thematic maps to gather information.											
S1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2	
							Begin to use locational and directional language to describe the location of feature on a map.						Use locational and directional language to describe the location of features on a map.						Use letter and number coordinates to describe the location of features on a map						Use more complex letter and number coordinates to confidently describe the location of features on a map						Use 4-figure grid reference to describe the location of features on a map.						Use 6-figure grid references to describe the location of features on a map.											
							I can use terms such as near, far, left and right to describe where places are with						I can use terms such as near, far, left and right to describe where places are.						I can understand simple grid references.						I can understand and use simple grid reference to locate features on a map.						I can use and understand 4-figure grid references to locate features on a map.						I can use and understand 6-figure grid references to locate features on a map.											
													I can use letter																																			

	support.	I can begin to explain why places are where they are.	number coordinates to locate features on a map.	I can begin to use 4-figure grid references. I can describe to location of places using its grid reference on a map.	I can begin to explore 6-figure grid references. I know that 6-figure grid references are more accurate than 4-figure grid references.	I know that 6-figure grid references are more accurate than 4-figure grid references.
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
	Use locational and directional language to understand routes on a map. I can follow a route on a prepared map eg route around the school	Use locational and directional language to describe routes on a map. I can plot a simple written route onto a prepared map I can create and describe my own route using a prepared map.				
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
	With support use simple compass directions such as North, South East and West. I can begin to say direction N, S E W are in 'real life' situations. I can begin to give directions using N, S, E, W in 'real life' situations.	Use geographical terms and directions such as North, South East and West. I can use compass directions when describing location on place on a map. I can use compass directions when describing a map route.	Begin to use 8 points of a compass to describe location of features on a map. I can begin to use 8-point compass directions when describing location on place on a map. I can use 8 point compass directions when describing a given map route.	Use 8 points of a compass to describe location of features on a map. I can confidently use 8-point compass directions when describing location on place on a map. I can give directions using an 8-point compass.	Use 8 points of a compass to build knowledge of the UK I can give directions and instructions using 8-compass points to UK landmarks. I can align and follow routes on a map describing what could be seen.	Use 8 points of a compass to build knowledge of the UK and wider world. I can give detailed directions and instructions using 8-compass points to global landmarks. I can use latitude and longitude on an atlas or globe to describe to location of

																														features.											
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
						Use aerial photos to recognise landmarks and basic human and physical features. I can use large scale vertical aerial photos. I can find information on an aerial photo. I can label human and physical features on aerial photos.	Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. I can discuss features shown in aerial photos and plan perspectives. I can look down on objects and make a plan.						Begin to use OS maps to recognise landmarks and basic human and physical features of the UK. I can find a given Ordnance Survey symbol on a map. I can match some OS symbols to the human and physical features they show.						Use OS maps to recognise landmarks and basic human and physical features of the UK and approximate distances using a scale. I can locate some features on a map using OS symbols. I can approximate distance between features on a map using a scale.						To recognise OS an atlas symbols to build knowledge of the UK and wider world. I can recognise agreed atlas and OS symbols to locate features on a range of maps. I can use knowledge of OS map symbols to describe location of landmarks around the UK.						To use and recognise OS and atlas symbols to build knowledge of the UK and wider world I can recognise and use agreed atlas and OS symbols to locate features on a range of maps. I can use knowledge of OS map symbols to describe location of landmarks around the UK and wider world										
						Begin to draw simple maps I can draw a simple map of an imaginary place with support. I can draw a simple sketch map of my classroom.	Draw simple maps I can draw a simple map of a real or imaginary place. I can draw a sketch map of my school and my route to school.						Draw sketch maps of local area during fieldwork recording human and physical features I can make a short map of a route with features in the correct order I can use a standard key.						Draw sketch and annotate maps of local area during fieldwork I can make maps of small areas and short routes with features in the correct place. I can use a standard key including some OS style symbols						Draw and annotate sketch maps and plans to record fieldwork observations I can make sketch maps of an area using symbols and a key beginning to think about scale I can use standard symbols consistently and a wider range of OS symbols						Draw and annotate detailed sketch maps and plans to record fieldwork observations I can make a plan of an area with scale. I can use agreed OS symbols										
						Use basic symbols in a key	Construct and use basic symbols in a key																																		

	I can use given symbols in a key to show features on a map	I can create clear symbols in a key to show features on a map																																	
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
	Use simple fieldwork and observational skills to study school and grounds I can investigate my surrounding and with support discuss my observations. I can use digital media to label features of my school.	Use simple fieldwork and observational skills to school grounds and surrounding environment. I can discuss my observations of my school and surrounding environment. I can use secondary sources to investigate places and people.	Use fieldwork to observe and record the human and physical features of the local area. I can ask geographical questions during fieldwork. I can understand how geographical questions will support my investigation and observation.	Use fieldwork to observe, measure record the human and physical features of the local area. I can ask appropriate geographical questions that will further develop my fieldwork observations I can use appropriate fieldwork skills and instruments to measure and record.	Use fieldwork to observe, measure record the human and physical features a small area. I can suggest relevant questions for geographical fieldwork. I can record and present fieldwork in the most appropriate way	Use fieldwork to observe, measure record the human and physical features a small area. I can investigate my own geographical questions using the most appropriate methods. I can accurately use a range of measuring instruments and record data collected appropriately.																													
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
						With support begin to present fieldwork observations using a range of methods such as graphs and digital technologies. I can begin to draw conclusions from fieldwork and investigations I can begin to use given charts, graphs and tables to record	Begin to present fieldwork observations using a range of methods such as graphs and digital technologies. I can analyse evidence and draw conclusions from fieldwork and investigations. I can use charts, graphs and tables to	Present fieldwork observations with support choosing the most appropriate methods I can analyse evidence, draw conclusions and use research to make decisions. I can ICT to record and present fieldwork data	Present fieldwork observations choosing the most appropriate methods I can analyse evidence and draw conclusions, selecting and using graphs, charts and tables appropriate to the data. I can make decisions and suggest																										

			information.	record and present information. I can communicate finding from fieldwork in appropriate ways and using geographical terms.		improvements based on research I can use ICT and digital media to enhance learning and present my findings
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