

## Bournmoor Primary School Geography Progression Grid

### Geographical Skills

- NC: Locational Knowledge
- NC: Place Knowledge
- NC: Human and Physical Geography
- NC: Geographical Skills and Field work:
  - Gather Information
  - Sketching
  - Audio/Visual
- Map Skills:
  - Using Maps
  - Map Knowledge
  - Making Maps

	Geographical Skills and Field work	Map skills	Locational Knowledge	Place Knowledge	Human and Physical Geography
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Basic observations.</li> <li>• Carry out a small survey of the school.</li> <li>• Draw simple features when observing.</li> <li>• Ask basic geographical questions.</li> <li>• Ask a familiar person prepared questions.</li> <li>• Draw simple features on maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a simple picture map to move around the school.</li> <li>• Use vocabulary such as bigger, smaller etc...</li> <li>• Use directional language such as near, far, up, down, left and right.</li> </ul>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom</li> <li>• Use basic geographical vocabulary to refer to: <b>key physical features, including:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</li> </ul>

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	<ul style="list-style-type: none"> <li>Recognise a photo as a location.</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps to identify the UK in its position to the world.</li> <li>Use maps to locate then four countries and capital cities of the UK and its surrounding seas.</li> <li>Draw basic maps, including appropriate symbols and pictures to represent places or features.</li> <li>Use photographs and maps to identify features.</li> </ul>			<p>vegetation, season and weather</p> <p><b>key human features, including:</b> city, town, village, factory, farm, house, office, port, harbour, shop</p>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Observe with notes.</li> <li>Carry out a small survey of a local area.</li> <li>Collect data e.g. tally charts.</li> <li>Ask and answer basic geographical questions.</li> <li>Draw and label simple features when observing.</li> <li>Label maps and photographs.</li> <li>Begin to create plans.</li> <li>Use a camera in the field.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a route on a map.</li> <li>Use simple compass directions (North, south, East and West).</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Locate and name on a world map and globe the seven continents and five oceans.</li> <li>Locate on a globe and world map the hot and cold areas of the world</li> </ul>	Name and locate the world's seven continents and five oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country.	<ul style="list-style-type: none"> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li><b>key physical features, including:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li><b>key human features, including:</b> city, town,</li> </ul> </li> </ul>

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		<p>including the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> <li>• Draw or make a map of real or imaginary place.</li> <li>• Use and construct basic symbols in a key.</li> </ul>			<p>village, factory, farm, house, office, port, harbour, shop</p>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Ask geographical questions.</li> <li>• Record findings from field trips.</li> <li>• Use some terminology</li> <li>• Start to use databases to present findings.</li> <li>• Begin to draw an annotated sketch from observation including some descriptive / explanatory labels and indicating directions in a basic way.</li> <li>• Select views to photograph.</li> <li>• Start to add titles and labels giving date and location information.</li> <li>• Begin to consider how photos provide useful evidence.</li> <li>• Begin to use a camera independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a route on a map with some accuracy.</li> <li>• Locate places using a range of maps including OS &amp; digital.</li> <li>• Begin to match boundaries (e.g. find same boundary of a country on different scale maps).</li> <li>• Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.</li> <li>• Locate the UK on a variety of different scale maps.</li> <li>• Name &amp; locate the counties and cities of the UK.</li> </ul>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of:  <b>physical geography, including:</b> climate zones, biomes and vegetation belts, rivers and the water cycle.  <b>human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Locate position of a photo on a map.</li> </ul>				
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Ask geographical questions.</li> <li>• Use a simple database to present findings from fieldwork.</li> <li>• Record findings from fieldtrips.</li> <li>• Use a database to present findings.</li> <li>• Use appropriate terminology.</li> <li>• Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction.</li> <li>• Select views to photograph.</li> <li>• Add titles and labels giving date and location information.</li> <li>• Consider how photos provide useful evidence.</li> <li>• Use a camera independently.</li> <li>• Locate position of a photo on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a route on a large-scale map.</li> <li>• Locate places on a range of maps (variety of scales).</li> <li>• Identify features on an aerial photograph, digital or computer map.</li> <li>• Begin to use 8 figure compass and four figure grid references to identify features on a map.</li> <li>• Locate Europe on a large scale map or globe.</li> <li>• Name and locate countries in Europe (including Russia) and their capitals cities</li> </ul>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of:  <b>physical geography, including:</b> climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes.  <b>human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>

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<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Start to select appropriate methods for data collection such as interviews.</li> <li>• Start to use a database to interrogate/amend information collected.</li> <li>• Use graphs to display data collected.</li> <li>• Evaluate their sketch against set criteria and improve it.</li> <li>• Use sketches as evidence in an investigation.</li> <li>• Annotate sketches to describe and begin to explain geographical processes and patterns.</li> <li>• Make a judgement about the best angle or viewpoint when taking an image or completing a sketch with support.</li> <li>• Use photographic evidence in their investigations.</li> <li>• Evaluate the usefulness of the images using prepared criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare maps with aerial photographs.</li> <li>• Select a map for a specific purpose.</li> <li>• Begin to use atlases to find out other information (e.g. temperature).</li> <li>• Find and recognise places on maps of different scales.</li> <li>• Use 8 figure compasses, begin to use 6 figure grid references.</li> <li>• Locate the world's countries, focus on North &amp; South America.</li> <li>• Identify the position and significance of lines of longitude &amp; latitude.</li> </ul>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of: <ul style="list-style-type: none"> <li><b>physical geography, including:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> <li><b>human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul>
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<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Select appropriate methods for data collection such as interviews.</li> <li>• Use a database to interrogate/amend information collected.</li> <li>• Use a variety of graphs to display data collected.</li> <li>• Evaluate the quality of evidence collected and suggest improvements.</li> <li>• Evaluate their sketch against set criteria and improve it.</li> <li>• Use sketches as evidence in an investigation.</li> <li>• Select field sketching from a variety of techniques.</li> <li>• Annotate sketches to describe and explain geographical processes and patterns.</li> <li>• Make a judgement about the best angle or viewpoint when taking an image or completing a sketch.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a short route on an OS map.</li> <li>• Describe the features shown on an OS map.</li> <li>• Use atlases to find out data about other places.</li> <li>• Use 8 figure compass and 6 figure grid reference accurately.</li> <li>• Use lines of longitude and latitude on maps.</li> <li>• Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</li> </ul>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of: <ul style="list-style-type: none"> <li><b>physical geography, including:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> <li><b>human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"><li>• Use photographic evidence in their investigations.</li><li>• Evaluate the usefulness of the images.</li></ul>				
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