



# The Hermitage School – Geography Skills Progression



By the end of Key Stage 2, children should have a broad knowledge and appreciation of the world and a deepening understanding of the human and physical characteristics unique to a variety of countries. They should feel confident using different maps and have the skills to analyse key features of the different areas they have studied.

Pupils should be taught:

- To have a love and appreciation for the world and the environment around them
- To understand the human and physical features of areas in the UK, Europe, N and S America and have an understanding of places in the wider world
- To use maps, atlases, books, photographs and the internet to gain knowledge of the world
- To use field work to gain an understanding of the environment around them

	Year 3	Year 4	Year 5 -	Year 6
Topics studied	1. An overview of the UK – to cover 3 half terms and include a local area study and fieldwork (The United Kingdom) History: Stone Age, Egyptians and A Knights Tale History	1. An overview of N and S America (Wild Weird and Wonderful) 2. S America exploration compare to local region (Wild, Weird and Wonderful) 3. Natural Disasters (Active Planet) History: Aztecs, Vikings, Romans	1. An overview of Europe 2. Regional study (Europe based and compare local region) 3. Rivers History: Tudors, Greeks, WWI	1. An overview of the World 2. Sweden – compare with local region 3. Antarctica History: Victorians, WWII, Britain 1930 - 1980
Geographical enquiry	<ul style="list-style-type: none"> <li>- Begin to ask/initiate geographical questions</li> <li>- Use Atlases, books, pictures, photos and internet as sources of information</li> <li>- Begin to collect and record evidence</li> <li>- Analyse evidence and begin to draw conclusions between two locations using photos/pictures and temperatures in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and respond to questions and offer their own ideas</li> <li>- Explore satellite images and aerial photographs</li> <li>- Investigate places and themes at more than one scale</li> <li>- Collect and record evidence with some aid</li> <li>- Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures and maps</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to suggest investigation questions.</li> <li>- Begin to use primary and secondary sources of evidence in their investigations</li> <li>- Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>- Collect and record evidence unaided</li> <li>- Analyse and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations – influence on people/everyday life</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest investigation questions</li> <li>- Use primary and secondary sources of evidence when investigating</li> <li>- Investigate places with more emphasis on the larger scale; contrasting and distance places</li> <li>- Collect and record evidence unaided</li> <li>- Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> </ul>



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<p><b>Locational and place knowledge</b></p>	<ul style="list-style-type: none"> <li>- Name and locate geographical regions of the UK - identifying physical and human characteristics including some cities and some key topographical features including hills, mountains, coasts and rivers.</li> <li>- Know how some aspects have changed over time</li> <li>- Know geographical similarities and differences of human and physical geography in 2 local towns.</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate countries in N and S America using a variety of maps, globes and digital mapping focusing on environmental regions, physical and human characteristics, countries and major cities</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N or S America</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate countries in Europe (including Russia). Focus on environmental regions, physical and human characteristics, countries and major cities</li> <li>- Understand how some aspects have changed over time</li> <li>- Understand geographical similarities and differences of human and physical geography of a region of the UK and in a European country</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate cities and countries of the World</li> <li>- Know more about the geographical regions of the world and their identifying physical and human characteristics including more cities and detail of the key topographical features including naming UK hills, mountains, rivers and types of coast</li> <li>- Explain how aspects have changed over time</li> <li>- Identify the position/significance of latitude, longitude, equator, N &amp; S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones</li> </ul>
<p><b>Human and Physical Geography</b></p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- Physical geography, including rivers and mountains.</li> <li>- Explain volcanoes and earthquakes in simple terms.</li> <li>- Describe key aspects of human geography including types of settlement and land use, economic activity and distribution of natural resources of the countries studied</li> <li>- Identify differences between places</li> <li>- Communicate geographical information in a variety of ways, including through maps and writing at length</li> <li>- Apply mathematical skills when using geographical data</li> </ul>		<ul style="list-style-type: none"> <li>- Describe processes that give rise to physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time</li> <li>- Provide greater detail of geographical regions of Europe and the World, identifying physical and human characteristics</li> <li>- Understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts</li> <li>- Describe in detail types of settlement, land use, economic activity including trade links</li> <li>- Describe the distribution of natural resources including energy, food, minerals and water in the continents and countries studied</li> <li>- Give reasons for the impact of geographical influences/effects on people place or themes studied</li> <li>- Know the location of places of global significance, their defining physical and human characteristics and how they relate to one another</li> <li>- Regularly use and apply maths skills</li> <li>- Describe the water cycle</li> </ul>	



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<p><b>Geographical skills and fieldwork (Fieldwork)</b></p>	<p><b>Gather information</b></p> <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 field trips</li> <li>- Use appropriate terminology</li> </ul> <p><b>Sketching</b></p> <ul style="list-style-type: none"> <li>- Draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction</li> </ul> <p><b>Audio visual</b></p> <ul style="list-style-type: none"> <li>- Select views to photograph</li> <li>- Add titles and labels giving date and location</li> <li>- Consider how photos provide useful evidence</li> <li>- Locate position of photo on a map</li> </ul>		<p><b>Gather information</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</li> <li>- Use graphs to display data collected</li> <li>- Evaluate the quality of evidence collected and suggest improvements</li> </ul> <p><b>Sketching</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Audio visual</b></p> <ul style="list-style-type: none"> <li>- Make a judgement about the best angle of viewpoint when taking an image or completing a sketch</li> <li>- Use photographic evidence in their investigations</li> <li>- Evaluate the usefulness of the images</li> </ul>	
<p><b>Geographical skills and field work (Map skills)</b></p>	<p><b>Using maps</b></p> <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 (OS and digital)</li> <li>- Begin to match boundaries e.g. find same boundary of a country on a different scale map</li> <li>- Use 4 figure compasses and letter number co-ordinates to locate features.</li> </ul>	<p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>- Follow a route on a large scale map</li> <li>- Locate places using 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 4 figure grid references to identify features on a map</li> </ul>	<p><b>Using maps</b></p> <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 and begin to use 6 figure grid references</li> </ul>	<p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>- Follow a short route on a 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> </ul>



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	<p><b>Map knowledge</b></p> <ul style="list-style-type: none"><li>- Locate the UK on a variety of different scale maps</li><li>- Name and locate counties and cities of the UK</li></ul> <p><b>Making maps</b></p> <ul style="list-style-type: none"><li>- Try to make a map of a short route experience with features in current order</li><li>- Create a simple scale drawing</li><li>- Use standard symbols and understand the importance of a key</li></ul>	<p><b>Map knowledge</b></p> <ul style="list-style-type: none"><li>- Locate the world's countries, focus on North and South America.</li><li>- Identify the position and significance of lines of longitude and latitude</li></ul> <p><b>Making maps</b></p> <ul style="list-style-type: none"><li>- Recognise and use OS symbols including the completion of a key and understand why it's important.</li><li>- Draw a sketch from a high viewpoint</li></ul>	<p><b>Map knowledge</b></p> <ul style="list-style-type: none"><li>- Locate Europe on a large scale map or globe</li><li>- Name and locate countries in Europe (including Russia) and their capital cities</li></ul> <p><b>Making maps</b></p> <ul style="list-style-type: none"><li>- Draw a variety of thematic maps based on their own data</li><li>- Draw a sketch map using symbols and a key</li><li>- Use and recognise map symbols regularly</li></ul>	<p><b>Map knowledge</b></p> <ul style="list-style-type: none"><li>- Locate the world's countries on a variety of maps, including the areas studied throughout the Key stages</li></ul> <p><b>Making maps</b></p> <ul style="list-style-type: none"><li>- Draw plans of increasing complexity</li><li>- Begin to use and recognise atlas symbols</li></ul>
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