

## Progression of skills in Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical							
Enquiry							
Locational	•Identifying land	•Locating	•Locating all	•Locating some	•Locating some	•Locating more countries	•Locating more
Knowledge	and water on a	two of the	the world's	countries in	countries in	in Europe and North and	countries in
	map or globe.	world's	seven	Europe and	Europe and	South America using	Europe and
	<ul><li>Making</li></ul>	seven	continents	North and	North and	maps. •Locating major	North and
	observations	continents	on a world	South America	South America	cities of the countries	South America
	about the	on a world	map.	using maps.	using maps.	studied.	using maps.
	characteristics of	map.	<ul> <li>Locating the</li> </ul>	<ul> <li>Locating some</li> </ul>	<ul> <li>Locating some</li> </ul>	•Locating key physical	<ul><li>Locating</li></ul>
	places (in stories,	<ul><li>Locating</li></ul>	world's five	major cities of	major cities of	features in countries	major cities of
	photographs or in	two of the	oceans on a	the countries	the countries	studied on a map.	the countries
	the school	world's	world map.	studied.	studied.	<ul> <li>Locating key human</li> </ul>	studied.
	grounds/local	oceans	<ul><li>Showing on</li></ul>	<ul> <li>Locating some</li> </ul>	<ul> <li>Locating some</li> </ul>	features in countries	<ul><li>Locating key</li></ul>
	area).	(Atlantic	a map the	key physical	key physical	studied.	physical
		Ocean and	oceans	features in	features in	•Identifying significant	features in
		Pacific	nearest the	countries	countries	environmental regions on	countries
		Ocean) on a	continent	studied on a	studied on a	a map.	studied on a
		world map.	they live in.	map including	map including	•Using maps to show the	map.
		<ul><li>Showing on</li></ul>		significant	significant	distribution of the world's	<ul> <li>Locating key</li> </ul>
		a map which		environmental	environmental	climate zones, biomes	human features
		continent		regions.	regions.	and vegetation belts.	in countries
		they live in.		•Locating some	•Locating some	•Confidently locating the	studied.
				key human	key human	twelve geographical	•Using maps to
				features in	features in	regions of the UK.	show the
				countries	countries	•Identifying key physical	distribution of
				studied.	studied.	and human	the world's

	<ul><li>Locating the</li></ul>	•Locating the	characteristics of the	climate zones,
	world's most	ŭ		•
		world's most	geographical regions in	biomes and
	significant	significant	the UK. •Understanding	vegetation
	mountain	mountain	how land-use has	belts.
	ranges on a	ranges on a	changed over time using	•Locating many
	world map and	world map and	examples.	counties in the
	identifying any	identifying any	<ul><li>Explaining why a locality</li></ul>	UK.
	patterns.	patterns.	has changed over time,	<ul><li>Locating many</li></ul>
	<ul><li>Locating</li></ul>	<ul> <li>Locating some</li> </ul>	giving examples of both	cities in the UK.
	where the	of the world's	physical and human	<ul><li>Confidently</li></ul>
	world's	most	features.	locating the
	volcanoes are	significant	<ul><li>Identifying the location</li></ul>	twelve
	on a map and	rivers and	of the Prime/Greenwich	geographical
	identifying the	identifying any	Meridian and time zones	regions of the
	'Ring of Fire'.	patterns.	(including day and night)	UK.
	<ul> <li>Locating some</li> </ul>	<ul> <li>Locating some</li> </ul>	and explaining its	<ul><li>Identifying key</li></ul>
	counties in the	cities in the UK	significance.	physical and
	UK (local to	(local to your	<ul><li>Using longitude and</li></ul>	human
	your school).	school).	latitude when referencing	characteristics
	<ul> <li>Locating some</li> </ul>	•Identifying key	location in an atlas or on	of the
	cities in the UK	physical and	a globe.	geographical
	(local to your	human		regions in the
	school)	characteristics		UK.
	•Beginning to	of counties,		<ul> <li>Understanding</li> </ul>
	locate the	cities and/or		how land-use
	twelve	geographical		has changed
	geographical	regions in the		over time using
	regions of the	UK.		examples.
	UK.	<ul><li>Beginning to</li></ul>		•Explaining why
	•Locating some	locate the		a locality has
	counties in the	twelve		changed over
	UK (local to	geographical		time, giving
	your school).	regions of the		examples of
	•Locating some	UK.		both physical
	cities in the UK			23th physicat

(local to your	•Identifying	and human
school).	how	features.
<ul><li>Identifying key</li></ul>	topographical	
physical and	features	
human	studied have	
characteristics	changed over	
of counties,	time using	
cities and/or	examples.	
geographical	Describing	
regions in the	how a locality	
UK.	has changed	
<ul><li>Beginning to</li></ul>	over time,	
locate the	giving examples	
twelve	of both physical	
geographical	and human	
regions of the	features.	
UK.	•Finding the	
<ul><li>Identifying</li></ul>	position of the	
how	Equator and	
topographical	describing how	
features	this impacts	
studied have	our	
changed over	environmental	
time using	regions.	
examples.	•Finding lines	
<ul><li>Describing</li></ul>	of latitude and	
how a locality	longitude on a	
has changed	globe and	
over time,	explaining why	
giving examples	these are	
of both physical	important.	
and human	•Identifying the	
features.	position of the	
<ul><li>Finding the</li></ul>	Tropics of	
position of the	Cancer and	

describing how this impacts our environmental regions.  • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and		
this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Arctic and Antarctic Circle.	Equator and	Capricorn and
our environmental regions. •Finding lines of latitude and longitude on a globe and explaining why these are important. •Identifying the position of the Tropics of Cancer and Capricorn and their significance. •Identifying the position of the Northern and		
environmental regions.  • Finding lines of latitude and longitude on a globe and explaining why these are important.  • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Dosition of the Position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and	this impacts	
regions.  •Finding lines of latitude and longitude on a globe and explaining why these are important.  •Identifying the position of the Tropics of Cancer and Capricorn and their significance.  •Identifying the position of the Tropics of Cancer and Capricorn and their significance.  •Identifying the position of the Northern and	our	•Identifying the
Finding lines of latitude and longitude on a globe and explaining why these are important.     Identifying the position of the Tropics of Cancer and Capricorn and their significance.     Identifying the position of the Tropics of Cancer and Capricorn and their significance.     Identifying the position of the Northern and	environmental	
of latitude and longitude on a globe and explaining why these are important.  •Identifying the position of the Tropics of Cancer and Capricorn and their significance. •Identifying the position of the Northern and	regions.	significance of
longitude on a globe and explaining why these are important.  •Identifying the position of the Tropics of Cancer and Capricorn and their significance.  •Identifying the position of the Northern and	•Finding lines	both the Arctic
globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and	of latitude and	and Antarctic
explaining why these are important. •Identifying the position of the Tropics of Cancer and Capricorn and their significance. •Identifying the position of the Northern and	longitude on a	Circle.
explaining why these are important. •Identifying the position of the Tropics of Cancer and Capricorn and their significance. •Identifying the position of the Northern and	globe and	
these are important.  •Identifying the position of the Tropics of Cancer and Capricorn and their significance. •Identifying the position of the Northern and		
•Identifying the position of the Tropics of Cancer and Capricorn and their significance. •Identifying the position of the Northern and	these are	
position of the Tropics of Cancer and Capricorn and their significance. •Identifying the position of the Northern and	important.	
Tropics of Cancer and Capricorn and their significance. •Identifying the position of the Northern and	•Identifying the	
Cancer and Capricorn and their significance. •Identifying the position of the Northern and	position of the	
Capricorn and their significance.  • Identifying the position of the Northern and	Tropics of	
their significance. •Identifying the position of the Northern and	Cancer and	
significance.  •Identifying the position of the Northern and	Capricorn and	
•Identifying the position of the Northern and	their	
position of the Northern and	significance.	
Northern and	•Identifying the	
	position of the	
	Northern and	
Southern   Southern	Southern	
hemispheres	hemispheres	
and explaining	and explaining	
how they shape	how they shape	
our seasons.		
•Identifying the	•Identifying the	
position and	position and	
significance of	significance of	
both the Arctic	both the Arctic	
and Antarctic	and Antarctic	
Circle.	Circle.	

Place	•Discussing how	<ul><li>Naming</li></ul>	<ul> <li>Describing</li> </ul>	<ul><li>Describing</li></ul>	•Describing	Describing and	•Describing
Knowledge	environments in	some key	and	and beginning	and beginning	explaining similarities	and explaining
	stories and	similarities	beginning to	to explain	to explain	between two	similarities
	images are	between	explain some	similarities	similarities	environmental regions	between two
	different to the	their local	key	between two	between two	studied.	environmental
	environment they	area and a	similarities	regions	regions	Describing and	regions
	live in.	small area of	between	studied.	studied.	explaining differences	studied.
		a contrasting	their local	<ul><li>Describing</li></ul>	<ul> <li>Describing</li> </ul>	between two	<ul><li>Describing</li></ul>
		non-	area and a	and beginning	and beginning	environmental regions	and explaining
		European	small area of	to explain	to explain	studied.	differences
		country.	a contrasting	differences	differences	<ul><li>Explaining how and why</li></ul>	between two
		<ul><li>Naming</li></ul>	non-	between two	between two	humans have responded	environmental
		some key	European	regions	regions	in different ways to their	regions
		differences	country.	studied.	studied.	local environments in two	studied.
		between	<ul><li>Describing</li></ul>	<ul><li>Describing</li></ul>	<ul><li>Describing</li></ul>	contrasting regions.	<ul><li>Explaining</li></ul>
		their local	and	how and why	how and why	<ul><li>Understanding how</li></ul>	how and why
		area and a	beginning to	humans have	humans have	climates impact on trade,	humans have
		small area of	explain some	responded in	responded in	land use and settlement.	responded in
		a contrasting	key	different ways	different ways	<ul><li>Explaining how humans</li></ul>	different ways
		non-	differences	to their local	to their local	have used desert	to their local
		European	between	environments.	environments.	environments. •Using	environments
		country.	their local	<ul><li>Discussing</li></ul>	<ul><li>Discussing</li></ul>	maps to explore wider	in two
			area and a	how climates	how climates	global trading routes.	contrasting
			small area of	have an impact	have an impact		regions.
			a contrasting	on trade, land	on trade, land		<ul> <li>Understanding</li> </ul>
			non-	use and	use and		how climates
			European	settlement.	settlement.		impact on
			country.	<ul><li>Explaining</li></ul>	<ul><li>Describing</li></ul>		trade, land use
			<ul><li>Describing</li></ul>	what measures	and explaining		and settlement.
			what	humans have	how people		•Using maps to
			physical	taken in order	who live in a		explore wider
			features may	to adapt to	contrasting		global trading
			occur in a	survive in cold	physical area		routes.
			hot place in	places.	may have		
			comparison	<ul><li>Describing</li></ul>	different lives		

			to a cold place	and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	to people in the UK		
Human and	•Observing	•Describing	•Locating	•Understanding	Mapping and	Describing and	•Understanding
Physical	weather across	how the	some hot	some of the	labelling the	understanding the key	some of the
Geography	the seasons.	weather	and cold areas of the	causes of climate	seven biomes on a world	aspects of the six biomes.	impacts and
	<ul> <li>Observing and discussing the</li> </ul>	changes with each season	world on a	change.	map.	•Describing and understanding the key	causes of climate change
	effect the	in the UK.	world map.	•Describing	•Understanding	aspects of the six climate	•Describing
	changing	•Describing	•Locating the	how physical	some of the	zones. Understanding	and
	seasons have on	the daily	Equator and	features, such	causes of	some of the impacts and	understanding
	the world around	weather	North and	as mountains	climate	causes of climate	the key aspects
	them.	patterns in	South Poles	and rivers are	change.	change. •Describing and	and distribution
	•Beginning to use	their locality.	on a world	formed, and	<ul> <li>Describing</li> </ul>	understanding the key	of the
	the names of the	Confidently	map.	why volcanoes	how physical	aspects and distribution	vegetation
	seasons in the	using the	<ul><li>Locating hot</li></ul>	and	features, such	of the vegetation belts in	belts in relation
	correct context	vocabulary	and cold	earthquakes	as mountains	relation to the six biomes,	to the six
	<ul><li>Making</li></ul>	'season' and	areas of the	occur.	and rivers are	climate and weather.	biomes,
	observations	'weather'.	world in	<ul><li>Describing</li></ul>	formed, and	Giving examples of	climate and
	about the		relation to	where	why volcanoes	alternative viewpoints	weather. Giving
	features of		the Equator	volcanoes,	and	and solutions regarding	examples of
	places (in stories,		and the	earthquakes	earthquakes	an environmental issue	alternative
	photographs or in		North and	and mountains	occur.	and explaining its links to	viewpoints and
	the school		South poles.	are located	Describing	climate change.	solutions
	grounds/local area).*			globally. •Describing	where volcanoes,	•Describing and understanding economic	regarding an environmental
	•Making			and explaining	earthquakes	activity including trade	issue and
	observations			how physical	and mountains	links.	explaining its
	about the			features such	are located	unico.	

places (in stories, photographs or in the school grounds/local area).**    mountains, volcanoes and earthquakes how physical features such area).**   mountains, volcanoes and earthquakes how physical features such as rivers, the surrounding mountains, landscape and communities. Pescribing and wariety of ways a settlement and understanding understanding than understanding the settlement and land use.   Explaining why a settlement and particular location.   Explaining why different understanding the different understanding the distribution of natural carbiny wolcanoes and earthquakes volcanoes and earthquakes phosphore in the surrounding and within a specific region or country studied.   Necognising geographical issues affecting people in distribution of natural volcanoes and earthquakes volcanoes and earthquakes of earthquakes of earthquakes volcanoes and earthquakes of ear			ad a la a llu .	Describing to 4	Balanda P
photographs or in the school grounds/local area).*    volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.   Describing and understanding types of settlement and land use.   Explaining why different location.   Explaining why geople might   Describing and community has grown in a particular location.   Explaining why geople might   Describing and community has grown in a perticular location.   Explaining why people might   Describing and earthquakes arivers, and which is a specific region or country studied.   Understanding the distribution of natural cresources both globally and understanding the distribution of natural cresources both globally and understanding the distribution of natural resources both globally and understanding the distribution of natural resources both globally and understanding the distribution of natural resources both globally and understanding the distribution of natural resources and earthquakes.   Describing and community has grown in a particular location.   Explaining why people might   Describing and community has grown in a particular location.   Explaining why people might   Describing and community has grown in a particular location.   Explaining why people might   Describing and community has grown in a particular location.   Explaining why people might   Describing and community has grown in a particular location.   Explaining why people might   Describing and community has grown in a particular location.   Explaining why people might   Describing and community has grown in a particular location.   Explaining why people might   Describing and community has grown and community has grown in a particular location.   Explaining why different location.   Explaining why different location.   Explaining why different location.   Explaining why different location have   Describing and community has grown in a particular location have   Describing and community has grown in a particular location have   Describing and community has grown in a par	characteristics of	as rivers,	globally.	•Describing the 'push'	links to climate
the school grounds/local area).*  earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways types of settlement and land use. • Explaining why different location. • Explaining why earth of the surrounding land use. • Explaining why different human location. • Explaining why eope might with lands area area. • Explaining why eope might with lands area. • Explaining why eope might with lands area. • Explaining why eope might with land and land use. • Explaining why eope might with lands area. • Explaining why eope might with locations have location. • Explaining why eope might with lands area. • Explaining why eope might with lands are lessources both globally and within a specific region or country studied. • Recognising experibing and the within a specific region or country studied. • Recognising evaluate. • Recognising experibing and the within a specific region or country studied. • Recognising evaluate. • Pescribing and environment both environment both positively and negatively, using examples. • Understanding the distribution of natural resources both globally and within a specific region or co		-	· ·	•	•
have had an impact upon the surrounding landscape and communities.  Describing how humans use water in a variety of ways  Describing and understanding types of settlement and land use.  Explaining why a settlement and particular location.  Explaining why different human features.  Explaining why popole might with a ground area.  Explaining why popole might with a ground area.  Explaining why popole might with as ground in the surrounding land sarries.  Understanding the distribution of natural resources both globally and within a specific region or country studied. Inks.  Suggesting reasons why the global cartinution of natural resources both globally and within a specific region or country studied.  Have had an impact upon wountains, volcanoes and carnwhakes have had an impact upon the surrounding and communities.  Describing and communities.  Describing how humans use water in a variety of ways  Describing and community and waret in a variety of ways  Describing and community and understanding the distribution of natural fresources both globally and within a specific region or country studied. Inks.  Suggesting reasons why the global activity and within a specific region or country studied.  Inks.  Describing and earthquakes a ffecting people in different variety of ways  Describing and earthquakes and within a specific region or country studied.  Inks.  Describing and earthquakes and within a specific region or country studied.  Inks.  Describing and earthquakes and within a specific region or country studied.  Inks.  Describing and earthquakes and within a specific region or country studied.  Inks.  Describing and earthquakes and within a specific region or country studied.  Inks.  Describing ways affecting people in different variety of ways affecting people in environments.  Describing and understanding the distribution of natural resources both globally and within a specific region or country studied.	' ' ' '				O
impact upon the surrounding landscape and communities.  • Describing how humans use water in a variety of ways  • Describing and  understanding types of settlement and land use.  • Explaining why a settlement and particular location.  • Explaining why different human features.  • Explaining why people might    March and community has grown in a particular location.  • Explaining why people might    March and community has grown in a particular location.  • Explaining why people might    March and community has grown in a particular location.  • Explaining why people might    March and community has grown in a particular location.  • Explaining why people might    March and community has grown in a particular location.  • Explaining why different locations have		•		0 0	
the surrounding landscape and communities. Describing how humans use water in a variety of ways Describing and understanding types of settlement and land use. Explaining why different location. Explaining why different human features. Explaining why people might  Describing and community has grown in a particular location. Explaining why people might  Describing and within a specific region or country studied. Execognising geographical issues affecting people in cocount and within a specific region or country studied. Execognising geographical issues affecting people in different places and communities. Describing and explaining why and megatively, using examples.  Describing and explaining why and negatively, using examples.  Describing the global will including trading region or country studied.  Recognising geographical issues affecting people in the global different places and emytromments.  Describing and explaining why and explaining why and megatively, using examples.  Describing thow humans use water in a variety of ways affecting people in the global population has emironments.  Describing and explaining why and restanding types of settlement and land use.  Explaining why a settlement and land use.  Explaining why a settlement and land use.  Explaining why different places and explaining how humans can impact the explaining how humans can impact the explaining how humans wariety of ways affecting people in the global population has explaining how humans can impact the explaining how humans can impact the explaining why and explaining how humans can impact the explaining why and explaining how humans can impact the explaining why and explaining how humans can impact the explaining why and explaining how humans can impact the explaining why as extlement and land use.  Explaining why a settlement and land use.  Explaining why a settleme					understanding
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communities.  •Describing how humans use water in a variety of ways and understanding types of sextlement and land use.  •Explaining why a settlement and particular location.  •Explaining why different human features.  •Explaining why has grown in a have different human features.  •Explaining why has grown in a have different human features.  •Explaining why different human features.  •Explaining why different human features.  •Explaining why has grown in a have different human features.  •Explaining why has grown in a have different human features.  •Explaining why has grown in a have different human features.  •Explaining why has grown in a have different human features.  •Explaining why humans can impact the explaining how humans can impact the explaining why wising examples.  •Describing how humans explaining why wising examples.  •Describing thick explaining why wising examples.  •Describing thick explaining why wising examples.  •Describing thick explaining why wising examples.  •Describing and explaining how humans can impact the environment both positively and negatively, using examples.  •Describing thick explaining why explaining why and explaining how humans can impact the e		the surrounding	mountains,		-
Describing how humans use water in a variety of ways the surrounding understanding types of settlement and land use.      Describing and community has grown in a particular location.      Explaining why different particular human features.      Describing and community locations have different particular human features.      Describing and explaining why a settlement and land use.      Describing and explaining why as settlement and particular locations.      Describing and explaining why as the settlement and land use.      Describing and explaining how humans can impact the environment both positively and negatively, using examples.  Pecognising geographical issues affecting people in the global different paces and environments.  Describing and explaining how humans can impact upon the settlement and land use.  Describing and explaining how humans variety of ways environment both positively and negatively, using examples.  Pecognising geographical issues affecting people in the global population has grown and environments.  Describing and explaining how humans variety of ways environment both positively and negatively, using examples.  Pecognising geographical issues affecting people in the global population has grown and environments.  Describing and explaining how humans variety of ways environment both positively and negatively, using examples.  Pecognising geographical issues affecting people in the global population has grown in and environments.  Describing and explaining how humans variety of ways environments explaining how humans explaining how humans variety of ways environment both positively and negatively, using examples.  Pecognising geographical issues affecting people in the different places and environments.  Pecognising device proving and explaining how humans variety of ways explaining how humans va		landscape and	volcanoes and	and within a specific	including trade
how humans use water in a variety of ways  Describing and understanding types of settlement and land use. Explaining why a settlement and particular location. Explaining why different location. Explaining why different location.  Describing and the surrounding landscape and communities.  Describing and community has grown in a particular location. Explaining why different location.  Describing and environments. Describing how humans use water in a variety of ways Describing and environment both positively and negatively, using examples.  Describing the environment both positively and negatively, using examples.  Describing the environment both positively and negatively, using examples.  Describing the environment both positively and negatively, using examples.  Describing the environment both positively and negatively, using examples.  Describing the environment both positively and negatively, using examples.  Describing and explaining how humans understanding the last 70 years.  Describing the environment both positively and negatively, using examples.  Describing the environment both positively and negatively, using examples.  Describing the environment both positively and negatively, using examples.  Describing the environment both positively and negatively, using examples.  Describing the environment both positively and negatively, using examples.  Describing the environment both positively and negatively, using examples.  Describing the environment both positively and negatively, using examples.  Describing the valuation and environment both positively and negatively, using examples.  Describing the last 70 years.  Describing the valuation and environment both positively and explaining how humans and environment both positively and explaining how humans and and understanding the last 70 years.  Describing the valuation and explaining how humans and environment both positively and explaining how positively and explaining how positively and explaining how positively and explaining how positively and explaini		communities.	earthquakes	region or country studied.	links.
use water in a variety of ways  *Describing and		<ul><li>Describing</li></ul>	have had an	<ul><li>Recognising</li></ul>	Suggesting
variety of ways Describing and communities. and understanding types of settlement and land use. Explaining why a settlement and particular location. Explaining why different human features.  *Explaining why people might  *Explaining why people might  *Explaining why people might  *Explaining why people might  *Describing and environments. *Describing and explaining how humans the last 70 years. *Describing who whomans use water in a variety of ways explaining how humans the last 70 years. *Describing the environment both positively and negatively, using examples.  *Describing the environment both positively and negatively, using examples.  *Describing the environment both positively and negatively, using examples.  *Describing the environment both positively and negatively, using examples.  *Describing the environment both positively and negatively, using examples.  *Describing the last 70 years.  *Describing and explaining how humans the last 70 years.  *Describing the last		how humans	impact upon	geographical issues	reasons why
Describing and understanding types of settlement and land use.     Explaining why a settlement and particular location.     Explaining why different human features.     Explaining why people might		use water in a	the surrounding		the global
and understanding types of settlement and land use.  *Explaining why a settlement and particular location.  *Explaining why different human features.  *Explaining why people might  *Explaining why and use.  *Explaining why different locations have different people might  *Explaining why people might  *Describing and explaining how humans can impact the environment both positively and negatively, using examples.  *Describing and explaining how humans can impact the environment both positively and negatively, using examples.  *Describing the explaining how humans can impact the environment both positively and negatively, using examples.  *Describing and explaining how humans can impact the environment both positively and negatively, using examples.  *Describing and explaining how humans can impact the environment both positively and negatively, using examples.  *Describing and explaining how humans can impact the environment both positively and negatively, using examples.  *Describing and explaining how humans can impact the environment both positively and negatively, using examples.  *Describing the last 70  *push' and use.  *Explaining why as settlement and land use.  *Explaining why as settlement and l		variety of ways	landscape and	different places and	population has
understanding types of settlement and land use.  Explaining why a settlement and particular location.  Explaining why different different human leatures.  Explaining why people might  Explaining why people might  Explaining why and land use.  Explaining why different location.  Explaining why people might  Explaining why people might		<ul><li>Describing</li></ul>	communities.	environments.	grown
types of settlement and land use.  *Explaining why a settlement and particular location.  *Explaining why different human features.  *Explaining why people might  *Explaining why different location.  *Explaining why different settlement and location.  *Explaining why different settlement and location.  *Explaining why different locations have locations have locations have studied.  *Explaining why people might  *Can impact the environment both positively and negatively, using examples.  *pult' factors that people may consider when migrating.  *Understanding the environment both positively and negatively, using examples.  *pult' factors that people may consider when migrating.  *Understanding the environment both positively and negatively, using examples.  *pult' factors that people may consider when migrating.  *Understanding the positively and negatively, using examples.  *pult' factors that people may consider when migrating.  *Understanding types of settlement and land use.  *Explaining why different location.  *Explaining why different locations have different location.  *Explaining why different locations have studied.		and	<ul><li>Describing</li></ul>	<ul><li>Describing and</li></ul>	significantly in
settlement and land use.  •Explaining why a settlement and community has grown in a particular location.  •Explaining why different human features.  •Explaining why different people might		understanding	how humans	explaining how humans	the last 70
land use.  •Explaining why a settlement and community has grown in a particular location.  •Explaining why different human features.  •Explaining why people might  •Explaining why people might  •Explaining why and positively and negatively, 'push' and 'pull' factors that people may consider when migrating.  •push' and 'push' and 'push' and 'push' and 'pull' factors that people may consider when migrating.  •Explaining why as settlement and land use.  •Explaining why as settlement and community has grown in a particular globally and within a specific region or country studied.		types of	use water in a	can impact the	years.
•Explaining why a settlement and community has grown in a particular location. •Explaining why has grown in a particular location. •Explaining why different human features. •Explaining why people might •Explaining why a settlement and land use. •Explaining why a settlement and community has grown in a particular location. •Explaining why different locations have different locations have different locations have different locations have specific region or country studied.		settlement and	variety of ways	environment both	<ul><li>Describing the</li></ul>
a settlement and community has grown in a particular location.  •Explaining why different human features. •Explaining why people might  •Explaining why people might  •Explaining why different and community has grown in a particular location.  •Explaining why different and community has grown in a particular globally and within a specific region or country studied.		land use.	<ul><li>Describing</li></ul>	positively and negatively,	'push' and
and community has grown in a particular location.  •Explaining why different locations have different human features.  •Explaining why people might  •Explaining why different locations have location.  •Explaining why different locations have locations have locations have different setupped might locations have locations have locations have locations have studied.		<ul><li>Explaining why</li></ul>	and	using examples.	'pull' factors
has grown in a particular location.  •Explaining why different locations have different human features.  •Explaining why people might  •Explaining why different locations have locations have between the distribution of natural resources bot globally and within a specific region or country studied.		a settlement	understanding		that people
particular location.  •Explaining why different location.  •Explaining why different location.  •Explaining why different locations have location.  •Explaining why different locations within a specific region or country people might locations have locations have locations have locations have locations within a specific region or country studied.		and community	types of		may consider
location.  •Explaining why different locations have different human features.  •Explaining why a settlement and community has grown in a particular location.  •Explaining why a settlement of natural resources bot globally and within a specific region or country people might locations have studied.		has grown in a	settlement and		when
•Explaining why different locations have different locations have human locations. •Explaining why different location. •Explaining why people might locations have locations have locations have locations have locations have locations have studied.		particular	land use.		migrating.
different and community locations have different particular location.  human location.  features.  •Explaining why people might locations have of natural resources bot globally and within a specific region or country studied.		location.	<ul><li>Explaining why</li></ul>		<ul><li>Understanding</li></ul>
locations have different particular location.  human location.  features.  •Explaining why people might locations have different particular globally and within a specific region or country studied.		•Explaining why			the distribution
different particular location. human location. features. •Explaining why people might locations have globally and within a specific region or country studied.		different	and community		of natural
human features.  •Explaining why people might location.  •Explaining why people might locations have  within a specific region or country studied.			has grown in a		resources both
features. •Explaining why people might  •Explaining why locations have  specific region or country studied.		different	particular		•
•Explaining why people might locations have or country studied.		human	location.		within a
people might   locations have   studied.			<ul><li>Explaining why</li></ul>		specific region
		<ul><li>Explaining why</li></ul>	different		or country
prefer to live in different •Recognising		people might	locations have		studied.
		prefer to live in	different		<ul> <li>Recognising</li> </ul>
human geographical			human		geographical

				an urban or	features.		issues affecting
				rural place.	•Explaining why		people in
				·	people might		different places
					prefer to live in		and
					an urban or		environments.
					rural place.		Describing
					Describing		and explaining
					how humans		how humans
					can impact the		can impact the
					environment		environment
					both positively		both positively
					and negatively,		and negatively,
					using		using
					examples.		examples.
Geographical	<ul> <li>Ask questions</li> </ul>	•Using an	•Recognising	<ul><li>Beginning to</li></ul>	Beginning to	Confidently using and	Confidently
skills and	about the world	atlas to	why maps	use maps at	use maps at	understanding maps at	using and
fieldwork	around them.	locate the	need a title.	more than one	more than one	more than one scale.	understanding
	<ul><li>Commenting on</li></ul>	UK.	<ul><li>Using an</li></ul>	scale.	scale. Using	Using atlases, maps,	maps at more
	the features they	•Using a	atlas to	<ul><li>Using atlases,</li></ul>	atlases, maps,	globes and digital	than one scale.
	see in their	map of the	locate the	maps, globes,	globes, satellite	mapping to locate	Using atlases,
	school and	UK to locate	four capital	satellite images	images and	countries studied. Using	maps, globes
	school grounds.	the four	cities of the	and beginning	beginning to	atlases, maps, globes	and digital
	<ul><li>Answering</li></ul>	countries.	UK.	to use digital	use digital	and digital mapping to	mapping to
	simple	<ul><li>Beginning</li></ul>	<ul><li>Using a</li></ul>	mapping to	mapping to	describe and explain	locate
	questions,	to use an	world map,	locate	locate	physical and human	countries
	guided by the	atlas to	globe and	countries	countries	features in countries	studied. Using
	teacher. Drawing	locate the	atlas to	studied.	studied . Using	studied. Identifying,	atlases, maps,
	some of the	four capital	locate all the	<ul><li>Using atlases,</li></ul>	atlases, maps,	analysing and asking	globes and
	features they	cities of the	world's	maps, globes	globes and	questions about	digital mapping
	notice in their	UK.	seven	and beginning	beginning to	distributions and	to describe and
	school and	•Using a	continents.	to use digital	use digital	relationships between	explain
	school grounds.	world map	•Using a	mapping to	mapping to	features using maps (e.g	physical and
	<ul><li>Expressing their</li></ul>	and globe to	world map,	recognise and	recognise and	settlement distribution).	human features
	likes and dislikes	locate two of	globe and	describe	describe	Using the scale bar on a	in countries
	about a specific	the world's	atlas to	physical	physical		studied.

place and its	seven	locate the	features and	features and	map to calculate	Identifying,
features,	continents	world's five	human features	human features	distances.	analysing and
beginning to	(Europe and	oceans.	in countries	in countries	Beginning to use thematic	asking
explain their	Asia).	<ul><li>Using</li></ul>	studied.	studied . Using	maps to recognise and	questions
reasoning.	<ul><li>Using an</li></ul>	locational	<ul><li>Using the</li></ul>	the scale bar	describe human and	about
<ul><li>Beginning to</li></ul>	atlas to	language and	scale bar on a	on a map to	physical features studied.	distributions
look at and talk	locate the	the compass	map to	estimate	Using models and maps	and
about maps (real	Atlantic	points (N, S,	estimate	distances.	to talk about contours	relationships
or imaginary) in	Ocean and	E, W) to	distances.	Finding	and slopes. Selecting a	between
stories, non-	Pacific	describe the	Finding	countries and	map for a specific	features using
fiction books,	Ocean.	location of	countries and	features of	purpose.	maps (e.g
atlases and on	<ul><li>Using</li></ul>	features on a	features of	countries in an	Confidently using the key	settlement
globes.	directional	map.	countries in an	atlas using	on an OS map to name	distribution).
<ul><li>Beginning to use</li></ul>	language to	<ul><li>Using</li></ul>	atlas using	contents and	and recognise key	Recognising an
modelled	describe the	locational	contents and	index. Zooming	physical and human	increasing
directional	location of	language and	index.	in and out of a	features in regions	range of
vocabulary when	objects in	the compass	<ul><li>Zooming in</li></ul>	digital map	studied.	Ordnance
describing	the	points (N, S,	and out of a	Beginning to	Following a short pre-	Survey symbols
features in the	classroom	E, W) to	digital map.	use the key on	prepared route on an OS	on maps and
surrounding	and	describe the	<ul><li>Beginning to</li></ul>	an OS map to	map.	locating
environment.	playground.	route on a	use the key on	name and	Choosing the best	features using
<ul> <li>Recognising</li> </ul>	<ul><li>Using</li></ul>	map.	an OS map to	recognise key	approach to answering an	six-figure grid
features on maps	directional	•Using	name and	physical and	enquiry question	references.
(real or	language to	locational	recognise key	human features	Making sketch maps of	Recognising the
imaginary). Draw	describe	language and	physical and	in regions	areas studied including	difference
real or imaginary	features on a	the compass	human features	studied.	labels and keys where	between
maps even if	map in	points (N, S,	in regions	Accurately	necessary	Ordnance
features are	relation to	E, W) to plan	studied.	using 4-figure	Making an independent or	Survey and
indistinguishable.	other	a route in the	<ul><li>Accurately</li></ul>	grid references	collaborative plan of how	other maps and
	features (real	playground	using 4-figure	to locate	they wish to collect data	when it is most
	or	or school	grid references	features on a	to answer an enquiry-	appropriate to
	imaginary).	grounds.	to locate	map in regions	based question.	use each.
	<ul> <li>Responding</li> </ul>	•Using a map	features on a	studied.	Selecting appropriate	Beginning to
	to	to follow a	map in regions	Beginning to	methods for data	use thematic
	instructions		studied.	locate features	collection.	maps to

using	prepared	•Beginning to	using the 8	Designing	recognise and
directional	route.	locate features	points of a	interviews/questionnaires	describe
language to	<ul> <li>Recognising</li> </ul>	using the 8	compass.	to collect qualitative	human and
follow	landmarks of	points of a	Using a simple	data.	physical
routes.	a city studied	compass.	key on their	Beginning to use standard	features
<ul><li>Beginning</li></ul>	on aerial	•Using a simple	own map to	field sampling techniques	studied. Using
to use the	photographs	key on their	show an	appropriately.	models and
compass	and plan	own map to	example of	Using GIS (Geographical	maps to talk
points (N, S,	perspectives.	show an	both physical	Information Systems) to	about contours
E, W) to	<ul> <li>Recognising</li> </ul>	example of	and human	plot data sets.	and slopes.
describe the	human	both physical	features.	Conducting	Selecting a
location of	features on	and human	Following a	interviews/questionnaires	map for a
features on a	aerial	features.	route on a map	to collect qualitative	specific
map.	photographs	<ul><li>Following a</li></ul>	with some	data.	purpose.
<ul> <li>Recognising</li> </ul>	and plan	route on a map	accuracy.	Interpreting and using	Confidently
local	perspectives.	with some	Saying which	real-time/live data.	using the key
landmarks	<ul> <li>Recognising</li> </ul>	accuracy.	directions are	Deciding how to present	on an OS map
on aerial	physical	Saying which	N, S, E, W on an	data using plans,	to name and
photographs.	features on	directions are	OS map.	freehand sketch maps,	recognise key
<ul> <li>Recognising</li> </ul>	aerial	N, S, E, W on an	Making and	annotated drawings,	physical and
basic human	photographs	OS map.	using a simple	graphs, presentations,	human features
features on	and plan	<ul><li>Making and</li></ul>	route on a map.	writing at length and	in regions
aerial	perspectives.	using a simple	Labelling some	digital technologies	studied.
photographs.	<ul><li>Drawing a</li></ul>	route on a map.	features on an	(photos with	Accurately
<ul> <li>Recognising</li> </ul>	map and	<ul><li>Labelling</li></ul>	aerial	labels/captions) when	using 4 and 6-
basic	using class	some features	photograph and	communicating	figure Grid
physical	agreed	on an aerial	then locating	geographical information.	References to
features on	symbols to	photograph and	these on an OS	Drawing conclusions	locate features
aerial	make a	then locating	map of the	about an enquiry using	on a map in
photographs.	simple key.	these on an OS	same locality	findings from fieldwork to	regions
<ul><li>Drawing</li></ul>	<ul><li>Drawing a</li></ul>	map of the	and scale in	support your reasonings.	studied.
freehand	simple	same locality	regions	valuating evidence	Confidently
maps (of real	sketch map	and scale in	studied.	collected and suggesting	locating
or imaginary	of the	regions		ways to improve this.	features using
places) using	playground	studied.			the 8 points of a

simple	or school	Analysing quantitative	compass.
pictures or	grounds	data in pie charts, line	Following a
symbols.	•Using	graphs and graphs with	short pre-
•Drawing a	symbols to	two variables	prepared route
simple	represent	- two variables	on an OS map.
sketch map	human and		Identifying the 8
of the	physical		compass
classroom	features.		points on an OS
and	•Finding a		map. Planning
playground	given OS		a journey to
using simple	symbol on a		another part of
pictures,	map with		the world using
colours or	support.		six figure grid
symbols to	Beginning to		references and
represent	draw objects		the eight points
features.	to scale (e.g		of a compass.
	show the		or a compass.
•Adding	school		
labels to			
sketch	playground is		
maps.	smaller than		
•Using	the school or		
simple	school field).		
picture maps	•Using an		
and plans to	aerial		
move around	photograph		
the school.	to draw a		
	simple		
	sketch map		
	using basic		
	symbols for a		
	key.		