

**Park House Primary Skills progression map**

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>End of Key Stage Expectations</b>
Locational knowledge	As a geographer: Can they talk about similarities and differences in relation to places, objects, materials and living things?(The World - ELG)	As a geographer: Can they identify the four countries making up the United Kingdom? Can they name some of the main towns and cities in the United Kingdom? Can they point out where the equator, north pole and south pole are on a globe or atlas?	As a geographer: Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas? Can they name the main cities of England, Wales, Scotland and Ireland? Can they find where they live on a map of the UK?	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place knowledge	As a geographer: Can they talk about the features of my own immediate environment and how environments might vary from one another? (The Natural World – ELG)	As a geographer: Can they recognise similarities and differences of geographical features in my own immediate environment? Can they talk about people and places within my local environment? Can they compare Pilsley with a contrasting place in the UK? Can they talk about people and places beyond my local environment? Can they identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?	As a geographer: Can they compare The Peak District in England with a contrasting place in a different country? (Maasai Mara National Park) Can they identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
Human and Physical Geography	As a geographer: <b>Human</b> Can they explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences (People, Culture and Communities ELG). <b>Physical</b> Can they understand some important processes and changes in the natural world around them, including the seasons (The Natural World - ELG).	As a geographer: <b>Human</b> Can they begin to explain why they would wear different clothes at different times of the year? Can they say something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place? <b>Physical</b> Can they tell someone their address? Can they explain the main features of a hot and cold place? Can they describe a locality using words and pictures? Can they explain how the weather changes with each season? Can they name key features associated with a town or village, e.g. church, farm, shop, house?	As a geographer: <b>Human</b> Can they describe human features of own locality, such as the jobs people do? Can they explain how the jobs people do may be different in different parts of the world? Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How? Can they explain what facilities a town or village might need? <b>Physical</b> Can they describe some physical features of their own locality? Can they explain what makes a locality special? Can they describe some places which are not near the school? Can they describe a place outside Europe using geographical words? Can they describe some of the features associated with an island? Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather . Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork	<p>As a geographer: Can they draw information from a simple map.</p>	<p>As a geographer: Can they use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities?</p> <p>Can they use aerial images to recognise landmarks and basic physical features? Can they use simple fieldwork to observe, measure and record the human and physical features in the local area?</p> <p>Can they use a simple key to recognise physical or human feature on a map?</p> <p>Can they create a simple map of my local environment?</p>	<p>As a geographer: Can they use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied? Can they learn and use the four points of a compass to describe the location of features on a map? Can I use locational and directional language such as: near, far, left, right to describe the location of features on a map?</p> <p>Can they use aerial images and plan perspectives to recognise landmarks and basic physical features?</p> <p>Can they devise a simple map, and use and construct basic symbols in a key?</p> <p>Can they use simple grid references? (A1, B1) Can they use fieldwork to observe, measure and record the human and physical features in the local area?</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>
Geographical enquiry	<p>Can they explain some similarities and differences between life in this country and life in other countries?</p> <p>Can they ask questions about what they have seen in photographs and their own locality?</p> <p>Can they make observations about what they have seen in the natural world?</p>	<p>Can they say what they like about their locality? Can they sort things they like and don't like? Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few good questions to ask about a locality? Can they answer questions about the weather? Can they keep a weather chart?</p>	<p>Can they label a diagram or photograph using some geographical words?</p> <p>Can they find out about a locality by using different sources of evidence?</p> <p>Can they find out about a locality by asking some good questions to someone else?</p> <p>Can they say what they like and don't like about their locality and another locality</p>	<p>Ask questions about their local area, saying what they like and don't like about a different locality. Use geographical language to describe a photograph? Use different sources to find out about a locality.</p>
vocabulary				

## Key Stage 2

	<b>Year 3</b> With a focus on United Kingdom and a region in a European country i.e. Greece and Italy	<b>Year 4</b> With a focus on United Kingdom and North America, world oceans and mountain ranges	<b>Year 5</b> With a focus on United Kingdom, Egypt	<b>Year 6</b> With a focus on United Kingdom, Europe (WW2?) and The Galapagos Islands	<b>End of Key Stage Expectations</b>
Locational knowledge	<p>As a geographer: Can they name a number of countries in the Northern Hemisphere?</p> <p>Can they locate and name some of the world's most famous volcanoes and locate the Ring of fire?</p> <p>Can they name and locate some well-known European countries?</p> <p>Can they name and locate the capital cities of neighbouring European countries?</p> <p>Are they aware of different weather in different parts of the world, especially Europe?</p> <p>Can they name and locate many of the UK's rivers on maps?</p>	<p>As a geographer: Can they locate the Tropic of Cancer and the Tropic of Capricorn?</p> <p>Can they locate the USA and Canada on a world map and atlas?</p> <p>Do they know the difference between the British Isles, Great Britain and UK? Can they name up to six cities in the UK and locate them on a map?</p> <p>Can they locate and name some of main islands that surround the UK?</p> <p>Can they name the worlds major mountain ranges?</p> <p>Can they name the world's oceans and locate them on a world map and globe?</p>	<p>As a Geographer Can they name and locate many of the world's major rivers on maps?</p> <p>Can they name and locate many of the world's most famous mountain regions on maps?</p> <p>Can they locate and name the main countries in Africa on a world map and atlas?</p> <p>Can they name the African countries that The Nile travels through?</p>	<p>As a Geographer Can they recognise key symbols used on ordnance survey maps?</p> <p>Can they name the largest desert in the world?</p> <p>Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? Can they explain how time zones work?</p> <p>Can they name the main lines of latitude and meridian of longitude?</p> <p>Can they identify where the Galapagos Islands are located and name the features surrounding it?</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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 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>

Place knowledge	<p>As a geographer Can they compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use?</p> <p>Can they identify the main physical and human characteristics of some countries in Europe?</p> <p>Can they describe geographical similarities and differences between Derbyshire in the United Kingdom and one in a European country?</p>	<p>As a geographer Can they compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time?</p> <p>Can they describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</p> <p>Can they describe geographical similarities and differences between countries? (North America, European Mountain ranges)</p> <p>Can they explain how a locality has changed over time with reference to physical features.</p>	<p>As a geographer Can they understand some of the reasons for geographical similarities and differences between countries?</p> <p>Can they explain how locations around the world are changing and explain some of the reasons for change?</p> <p>Are they beginning to understand and explain geographical diversity across the world?</p> <p>Can they describe how Pilsley has changed over time and why?</p>	<p>As a geographer Can they explain and discuss a range of reasons for geographical similarities and differences between countries?</p> <p>Can they explain how locations around the world are changing and explain some of the reasons for change?</p> <p>Can they describe geographical diversity across the world?</p> <p>Can they explain how and why their locality has 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, a region in a European country, and a region within North or South America</p>
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Human and Physical Geography	<p><b>Human</b> Can they describe how volcanoes have an impact on people's life?</p> <p>Can they confidently describe human features in a locality? Can they explain why a locality has certain human features?</p> <p>Can they explain why a place is like it is? Can they explain how the lives of people living in the Mediterranean would be different from their own?</p> <p><b>Physical</b> Can they explain how the water cycle works? Can they use maps and atlases appropriately by using contents and indexes?</p> <p>Can they describe how volcanoes are created? Can they describe how earthquakes are created? Can they confidently describe physical features in a locality? Can they locate the Mediterranean and explain why it is a popular holiday destination?</p>	<p><b>Human</b> Can they explain why people are attracted to live in cities?</p> <p>Can they explain how a locality has changed over time with reference to human features?</p> <p>Can they find different views about an environmental issue? What is their view?</p> <p>Can they suggest different ways that a locality could be changed and improved?</p> <p><b>Physical</b> Can they describe the main features of a mountain?</p> <p>Can they explain that mountains will have their own climate?</p> <p>Can they describe the difference between a sea and an ocean?</p>	<p><b>Human</b> Can they explain why people are attracted to live by rivers?</p> <p>Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</p> <p>Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p>Can they report on ways in which humans have both improved and damaged the environment?</p> <p><b>Physical</b> Can they explain why many cities of the world are situated by rivers?</p> <p>Can they explain how a location fits into its wider geographical location; with reference to physical features?</p> <p>Can they explain why water is such a valuable commodity? (Nile)</p> <p>Do they understand the term sustainable development? Can they use it in different contexts? Can they explain the difference between renewable and non-renewable energies?</p>	<p><b>Human</b> Can they give an extended description of the human features of different places around the world?</p> <p>Can they map land use with their own criteria?</p> <p>Can they describe how some places are similar and others are different in relation to their physical features?</p> <p>Can they explain how human activity has caused an environment to change?</p> <p>Can they explain why people may choose to live in a village rather than a city? (linked to History theme)</p> <p><b>Physical</b> Can they give an extended description of the physical features of different places around the world? Can they describe how some places are similar and others are different in relation to their human features?</p> <p>Can they accurately use a 4 figure grid reference?</p> <p>Can they create sketch maps when carrying out a field study?</p>	<p>Describe and understand key aspects of: <b>physical geography, including:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><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</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical skills and fieldwork</p>	<p>Can they use maps, atlases, globes and digital/computer mapping (Google Earth, Digimaps) to locate countries and describe features studied?</p> <p>Can they use locational and directional language such as: near, far, left, right to describe the location of features on a map?</p> <p>Can they use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies? (Holmebrook)</p> <p>Can they use a wider range of resources to identify the key physical and human features of a location?</p> <p>Can they use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world?</p> <p>Can they create maps of locations i</p>	<p>Can they use maps, atlases and digital/computer mapping to locate countries and describe features?</p> <p>Can they use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies?</p> <p>Can they use a range of resources to identify the key physical and human features of a location?</p> <p>Can they use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world?</p> <p>Can they create maps of locations identifying some features using a key?</p>	<p>Can they use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area?</p> <p>Can they record the results in different ways?</p> <p>Can they talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map)</p> <p>Can they use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world?</p> <p>Can they create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?</p>	<p>Can they use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location?</p> <p>Can they use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area?</p> <p>Can they record the results in a range of ways?</p> <p>Can they analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map)</p> <p>Can they use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world?</p> <p>Can they create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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Geographical enquiry	<p>Do they use correct geographical words to describe a place and the things that happen there?</p> <p>Can they identify key features of a locality by using a map?</p> <p>Can they begin to use a 4 figure grid reference?</p> <p>Can they accurately plot NSEW on a map?</p> <p>Can they use some basic OS map symbols?</p> <p>Can they make accurate measurements of distances within 100Km?</p>	<p>Can they find the same place on a globe and in an atlas?</p> <p>Can they label the same features on an aerial photograph as on a map?</p> <p>Can they plan a journey to a place in England?</p> <p>Can they accurately measure and collect information, e.g. rainfall, temperature, wind speed, noise levels etc.?</p> <p>Can they plan a journey to a place in another part of the world, taking account of distance and time?</p>	<p>Can they collect information about a place and use it in a report?</p> <p>Can they map land use?</p> <p>Can they find possible answers to their own geographical questions?</p> <p>Can they make detailed sketches and plans; improving their accuracy later?</p> <p>Can they carry out a survey to discover features of cities and villages?</p>	<p>Can they confidently explain scale and use maps with a range of scales?</p> <p>Can they choose the best way to collect information needed and decide the most appropriate units of measure?</p> <p>Can they make careful measurements and use the data?</p> <p>Can they use OS maps to answer questions?</p> <p>Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p> <p>Can they use a range of self-selected resources to answer questions?</p>	
Vocabulary					