Skills Progression for Geography

Strand	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six	Stage Seven
assessment code	**GEO 1.1**	**GEO 1.2**	**GEO 1.3**	**GEO 1.4**	**GEO 1.5**	**GEO 1.6**	**GEO 1.7**
#1 **Geographical Enquiry**	1. Identify and describe features in the local environment, e.g. house, farm, church. 2. Use photos and pictures to locate places in the local environment. 3. Talk about the local environment.	1. Name and describe physical and human features in the local environment. 2. Use photos and simple street plans to find places in the local environment. 3. Talk about features of the local environment that are liked and disliked.	1. Sort, group and compare physical and human features in the local environment. 2. Use maps and simple street plans to locate places and features in the locality and further afield. 3. Talk about and compare features	1. Ask and respond to simple geographical questions. 2. Use an increasing range of secondary sources and first-hand enquiry, e.g. surveys. 3. Present findings using a range of simple graphs and charts. 4. Talk about evidence and draw simple conclusions.	1. Respond to challenging geographical questions by planning a range of tasks in order to find the answers. 2. Use primary and secondary sources to find information about a range of localities. 3. Present findings and statistical information in a range of different ways e.g. line graphs and pie charts. 4. Present reasoned conclusions when presenting my findings.	1. Set own challenging questions when investigating geographical features and issues. 2. Select appropriate sources of primary and secondary information to support investigation. 3. Select an appropriate way in which to present statistical information and findings. 4. Ensure that conclusions make accurate reference to the evidence presented.	1. Draw on own knowledge and understanding, suggest relevant geographical questions and issues and appropriate sequences of investigation 2. Use multiple sources of increasingly complex skills and sources of evidence and use effectively. 3. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. 4. Present findings in a coherent way and reach conclusions that are consistent with evidence.
assessment code	**GEO 2.1**	**GEO 2.2**	**GEO 2.3**	**GEO 2.4**	**GEO 2.5**	**GEO 2.6**	**GEO 2.7**
#2 **Geographical Skills and Fieldwork**	1. Talk about and describe features of the local environment from photos and leaflets etc. 2. Label photos and pictures of the local environment, e.g. the church, river etc. 3. Use simple aerial photos to identify landmarks and basic human and physical features. Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map. 4. Use world maps, atlases and globes to identify the United Kingdom and its countries.	1. Carry out a small local survey, e.g. traffic, litter, land use. Identify geographical features on a large scale map. 2. Create a simple map of a familiar location using symbols and a simple key to represent landmarks. 3. Use simple compass directions (North, South, East, and West) to describe the location of features on a map. 4. Use world maps, atlases and globes to identify world countries, continents and oceans.	1. Carry out a small local survey, e.g. traffic, litter, land use. Identify a range of geographical features on maps. 2. Create a simple map of a familiar location using symbols and a simple key to represent landmarks. 3. Use the 8 points of the compass to describe the location of features and routes on a map. 4. Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.	1. Take part in simple fieldwork using simple equipment, e.g. compass, map, camera etc. 2. Use simple geographical vocabulary, e.g. country, city, climate, landscape. 3. Follow a route on a map from a familiar location to another location, using four-figure grid referencing, and/or 8 points of a compass. 4. Plan and follow a route using an Ordnance Survey map. Use world maps, atlases and globes and digital/computer mapping to locate towns/cities in the UK.	1. Use a range of equipment and maps to conduct fieldwork tasks. 2. Communicate findings using geographical terms, e.g. location, land use, settlement. 3. Map a route to another location in the UK using six-figure grid referencing. 4. Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing. 5. Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.	1. Use a range of equipment and maps to conduct independent fieldwork. 2. Communicate findings using complex terminology, e.g. erosion, delta, meander. 3. Locate a city in the UK using six-figure grid referencing. 4. Map a route to other locations in Europe and beyond. 5. Plot a series of points along a route and use the scale to calculate the distance. 6. Create maps of the local environment and beyond using different scales and six-figure grid referencing.	1. Build on knowledge of globes, maps and atlases and apply knowledge routinely both in the classroom and the field. 2. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data. 3. Locate places worldwide using six figure grid referencing. 4. Map a range of routes to worldwide locations. Identify the most direct, cost effective shortest route between two points or locations. 5. Create maps using appropriate scales and six-figure grid referencing.
assessment code	**GEO 3.1**	**GEO 3.2**	**GEO 3.3**	**GEO 3.4**	**GEO 3.5**	**GEO 3.6**	**GEO 3.7**
#3 **Location & Place Knowledge**	1. Talk about and describe people and places in the local area. 2. Talk about similarities and differences between places, e.g. the school playground and the town park. 3. Talk about different ways to travel, e.g. on foot, by car, train, bus etc. 4. Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas..	1. Talk about and describe key features of the local area. 2. Describe and compare features of known localities. 3. Talk about and describe a contrasting locality in the UK. 4. Name and locate the world's seven continents and five oceans.	1. Talk about and compare features of the local area. 2. Compare features of localities, giving reasons for their similarities and differences. 3. Compare and contrast localities in the UK. 4. Compare and contrast the world's seven continents and five oceans.	1. Talk about and describe features of localities beyond the local area, including a region within the United Kingdom. 2. Describe and compare contrasting locations within and beyond the UK. (a contrasting non-European country) 3. Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop. Identify physical and human features within a local study and how they have changed over time. 4. Identify the Northern and Southern Hemispheres and the Arctic and Antarctic Circles.	1. Talk about and describe a range of cities and countries around the world, including a region in a European country. 2. Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence. 3. Identify physical and human features that have contributed towards the change and development of a locality. 4. Talk about the way in which the physical location can determine the growth of a settlement or industry. 5. Identify the Equator, and the Tropics of Cancer and Capricorn.	1. Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America. 2. Support reasons for the physical and human features of a location with factual evidence. 3. Suggest ways in which a location might develop and change in the future, based on factual information. 4. Identify and describe the links and relationships that connect localities both within and beyond the UK. 5. Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone.	1. Extend and deepen locational knowledge and spatial awareness of the world's countries and environmental regions, including polar and hot deserts. 2. Recognise that physical and human processes interact to influence and change landscapes, environments and climates. 3. Describe the ways in which physical and human processes operating at different scales lead to changes in places. 4. Recognise the many links and relationships that make places dependent on each other.
assessment code	**GEO 4.1**	**GEO 4.2**	**GEO 4.3**	**GEO 4.4**	**GEO 4.5**	**GEO 4.6**	**GEO 4.7**
#4 **Human and Physical**	1. Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather. 2. Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.	1. Talk about the seasons and the changes that take place in spring, summer, autumn, winter in the UK. 2. Talk about and describe features of landmarks within the locality. 3. Identify and describe patterns and changes within the local environment.	1. Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles. 2. Talk about and describe the function of features and landmarks within a locality. 3. Describe and compare patterns and changes within the local environment.	1. Identify a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes. 2. Identify a range of simple human processes, e.g. types of settlement and land use. 3. Identify simple geographical patterns, e.g. hotels on a seafront. 4. Identify and describe the way in which physical and human processes can change the features of a locality.	1. Identify an increasing range of physical processes, e.g. climate zones and biomes. 2. Identify an increasing range of human processes, e.g. economic activity including trade links. 3. Give simple explanations for the location of human and physical features within a locality. 4. Recognise and describe a wide range of geographical patterns.	1. Identify a range of physical processes, e.g. vegetation belts and the water cycle. 2. Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water. 3. Identify and describe in detail the impact of change on the lives of people in a given locality. 4. Compare and contrast an increasing range of geographical patterns..	1. Understand the key processes in physical geography relating to geographical timescales and plate tectonics, weather/weathering, climate and climate change, glaciation & coasts. 2. Understand the key processes in human geography relating to population and urbanisation, international development, economic activity and use of natural resources. 3. Recognise that the environment in the place and the lives of the people who live there are affected by actions and events in other places.

assessment code	GEO 5.1	GEO 5.2	GEO 5.3	GEO 5.4	GEO 5.5	GEO 5.6	GEO 5.7
#5 **Sustainability**	1. Talk about the things I like and don't like about the local environment. 2. Talk about what people do in the local environment.	1. Express thoughts and views about a locality. 2. Talk about how people can affect the environment they live in.	1. Give reasons for thoughts and views about a locality. 2. Talk about and describe how people try to improve and sustain their environment. 3. Give reasons for local environmental issues.	1. Justify reason, thoughts and views with factual information. 2. Provide factual evidence to support ways in which people can improve and sustain the environment. 3. Use a range of sources of evidence to support environmental issues.	1. Talk about and give reasons for own and others views about changes to the environment. 2. Talk about and describe how people's actions can damage and improve the environment. 3. Talk about and describe reasons for global environmental issues.	1. Recognise and describe the different views that people may hold when changes are made to the environment. 2. Talk about and describe the ways in which groups try to manage an environment's sustainability. 3. Describe how decisions made about places and environments can impact on the lives of the people who live there.	1. . Recognise how conflicting demands on the environment may arise, describe and compare different approaches to managing environments. 2. Recognise that considerations of sustainable development affect the planning and management of environments and resources.