

## Allendale Primary School Geography Skills Progression

Year group	Skills	Greater depth
EYFS	<ul style="list-style-type: none"> <li>• Can they make observations about their local environment?</li> <li>• Can they talk about similarities and differences about their local environment and others?</li> <li>• Can they comment on the appearance of plants and animals?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognize the impact that human activity has on the local environment?</li> <li>• Can they make suggestions about how they can help to maintain the area they live in?</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Can identify what they like and don't like about a locality?</li> <li>• Can they answer questions using different resources, such as books, the internet and atlases/ maps?</li> <li>• Can they think of a few relevant questions to ask about a locality?</li> <li>• Can they make plausible predictions about their geographical learning, e.g. the weather.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make plausible predictions about their geographical learning and give reasons?</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Can they label a diagram or photograph using some geographical words?</li> <li>• Can they find out about a locality by using different sources of evidence? <i>e.g. photographs, films, maps, books, the internet.</i></li> <li>• Can they find out about a locality by asking some relevant questions?</li> <li>• Can they compare what they like and don't like about two contrasting localities?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make geographical inferences through using different sources, such as a weather chart?</li> <li>• Can they make plausible predictions using geographical vocabulary? <i>e.g. weather, climate, transport, equator, hemisphere</i></li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Can they use correct geographical words to describe a place and the events that happen there?</li> <li>• Can they identify key features of a locality by using a map?</li> <li>• Can they begin to use 4 figure grid references?</li> <li>• Can they accurately plot NSEW on a map?</li> <li>• Can they use some basic map symbols?</li> <li>• Can they present their research? <i>E.g. reports, brochures, drama, art</i></li> </ul>	<ul style="list-style-type: none"> <li>• Can they use correct geographical words to describe the impact of an event?</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Can they carry out research, such as a survey, to discover features of a location?</li> <li>• Can they find the same place on a globe, atlas or map?</li> <li>• Can they label the same features on an aerial photograph as on a map?</li> <li>• Can they plan a journey to a place?</li> <li>• Can they accurately research, measure and collect information? <i>e.g. rainfall, temperature, wind speed, noise levels</i></li> <li>• Can they present their research? <i>E.g. reports, brochures, drama, art</i></li> </ul>	<ul style="list-style-type: none"> <li>• Can they compare measurements and information between 2 given places? <i>e.g. temperature, wind speed, rainfall, pollution, population</i></li> </ul>

Year 5	<ul style="list-style-type: none"> <li>• Can they research and collect information about a place and present it? <i>e.g. a report, a poster, a brochure</i></li> <li>• Can they find possible answers to their own geographical questions?</li> <li>• Can they plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they work out an accurate itinerary detailing a journey to another part of the world?</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Can they confidently explain scale and use maps with a range of scales?</li> <li>• Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li> <li>• Can they make careful measurements and use the data? <i>E.g. rainfall, population, temperature, sea level</i></li> <li>• Can they use maps to answer questions?</li> <li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>• Can they present their research through self-selected representations? <i>E.g reports, leaflets, drama, art, multimedia.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Can they define geographical questions to guide their research?</li> <li>• Can they use a range of self-selected resources to answer questions?</li> </ul>