

SSPP Geography Skills Progression

	EYFS Antarctica Polar animals	Year 1 Oceania Weather	Year 2 Africa Seaside	Year 3 – Rocks /Earthquakes Asia Rocks & Earthquakes	Year 4 North America Rivers & Oceans	Year 5 South America Mountains & Volcanos	Year 6 Europe Biomes & Development
Enquiry (human and physical)	Ask geographical questions and respond to questions about places Recognise, describe and observe the human and physical features of a place and make simple comparisons Identify similarities and differences of a small area of the United Kingdom compared to a small area in a contrasting non-European country			Ask and respond to geographical questions about places and the environment, making comparisons (compare a region of the United Kingdom, a region in a European country, and a region within North or South America) Offer explanations for the location of human and physical features in different localities Use aerial photographs of an area studied to express opinions and notice similarities and differences in human and physical geography		Using geographical knowledge and understanding, carry out an investigation Explain different views, coming to a conclusion Recognise and describe physical and human processes Offer explanations about the type of settlement and land use change over time Use aerial photographs of an area studied to identify similarities and differences in human and physical geography	
Map and compass skills	Use a map or globe to locate and name the world's continents and oceans Use a map to locate and name the four countries and capital cities which make up the UK and surrounding seas, identify characteristics of each country Use and follow simple compass directions and use locational language Use aerial photographs, digital maps and plans to begin to recognise places and landmarks, begin to compare places, spot changes over time Draw a simple map using a key with basic symbols			Use a map to locate some countries in the world, including capital cities Use a map to locate and name the countries which make up the UK, identify some cities and geographical regions and features, Use the eight points of a compass Use four figure grid references to set routes and follow directions Identify features of a place using aerial photographs Interpret OS and other map symbols and create and use own		Use a map to locate and name countries and identify key physical and human properties Use the eight points of a compass and six-figure grid references to set routes and follow directions Use an OS map to interpret contour lines Interpret map symbols and create own Read, use and create map keys Draw own maps and field sketches, imagined and real Compare aerial photographs to large scale maps	

	Make simple field sketches, imagined and real	Read, use and create map keys Draw own maps and field sketches, imagined and real	Identify on a globe the position and significance of the equator, northern and southern hemispheres, tropics of Cancer and Capricorn and the Arctic and Antarctic circles
Environment	Express their views on attractive and unattractive feature of the environment of a locality Recognise that they can impact their environment and community, and take action to improve it	Describe how people can both improve and damage the environment of an area studied Identify issues relating to physical and human geography and actively promote environmental causes of an area studied cc English persuasive writing, debate, RE - creation topic	Describe how a range of physical and human processes, in an area studied, change the environment Identify issues relating to physical and human geography and actively promote environmental causes in relevant and creative ways cc RE - creation topic, debate and persuasive writing
Fieldwork	Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment Observation of a location - discussing likes and dislikes Questionnaire eg. What do you like best about our playground? Survey eg. Record the use of buildings on a road, traffic or litter survey Measure and plot daily weather patterns in the UK. Draw conclusions/make predictions about seasonal weather patterns in the UK Sketches - drawing simple features they observe and adding labels.	Recording information through observation, more detailed sketches, questionnaires and surveys to collect information and investigate a place Measure and record data eg. weather or noise levels in different parts of the school, propose reasons why the changes occur	Identify questions and select appropriate ways to gather information and data through detailed sketches, observation, questionnaires, surveys, measuring data Record information using a range of methods and interpret results to look for patterns