

Geography Skills and Progression

| | Physical and Human Geography | Communicating geographically | Maps & fieldwork |
|---------------|---|--|--|
| Year 5 | <p>Pupils can:</p> <ul style="list-style-type: none"> identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers). identify land-use patterns. understand how some of these aspects have changed over time. | <p>Pupils can:</p> <ul style="list-style-type: none"> express and explain their opinions on geographical and environmental issues. state why other people may have a different view to themselves. choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. | <p>Pupils can:</p> <ul style="list-style-type: none"> create a map with symbols. read maps to identify human and physical features. present information gathered in fieldwork using simple graphs (e.g. bar and line charts). draw simple conclusions from their bar/ line charts. use 4 figure grid references confidently. |
| Year 6 | <p>Pupils can:</p> <ul style="list-style-type: none"> locate and describe physical environments in the UK. locate the UK's major urban areas. know how urban areas have changed over time. | <p>Pupils can:</p> <ul style="list-style-type: none"> communicate geographical information using a range of methods. evaluate local geographical issues and events considering differing views and attitudes. express their opinion using supporting evidence. | <p>Pupils can:</p> <ul style="list-style-type: none"> create maps of areas using symbols with a key. use OS maps and their symbols to investigate features of an area. present information gathered in fieldwork using graphs. draw detailed conclusions using fieldwork graphs. draw conclusions using more than 1 piece of data. use 4 and 6 figure grid references confidently. |
| Year 7 | <p>Pupils can:</p> <ul style="list-style-type: none"> locate and describe physical and human aspects of the UK and the wider world. draw links between human and physical geography and how they influence each other. | <p>Pupils can:</p> <ul style="list-style-type: none"> communicate geographical information using a wide range of methods. suggest relevant geographical lines of enquiry drawing upon their knowledge and understanding of geographical issues. | <p>Pupils can:</p> <ul style="list-style-type: none"> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale. |

Geography Skills and Progression

| | | | |
|---------------|---|--|--|
| | <p>describe and explain how human actions can influence the physical environment.</p> <p>describe the term sustainability and explore the term sustainable development.</p> | <p>select suitable sources of evidence to support their views on geographical issues.</p> <p>identify potential bias within the sources they have selected and communicate this.</p> <p>present their opinions in a coherent manner and draw conclusions which are consistent with the evidence.</p> | <p>annotate and explore aerial and satellite photographs.</p> <p>complete complex graphs such as climate graphs where they are plotting more than one piece of data on each graph.</p> <p>draw conclusions from their graphs.</p> |
| Year 8 | <p>Pupils can:</p> <p>analyse the physical and human characteristics of places.</p> <p>describe and explain interactions within and between physical and human processes.</p> <p>explain factors that influence sustainable development and other approaches to developing places and environments.</p> <p>explain how the environment is affected by people and events in other places.</p> <p>explain that human actions have environmental consequences.</p> <p>explain that change can lead to conflict between stakeholders.</p> | <p>Pupils can:</p> <p>select appropriate sources of evidence.</p> <p>evaluate sources of evidence critically, detect and respond to bias.</p> <p>present their opinion using accurate geographical vocabulary and reach substantiated conclusions.</p> | <p>Pupils can:</p> <p>interpret Ordnance Survey maps in the classroom and the field.</p> <p>use grid references, scale, topographical and other thematic mapping.</p> <p>use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p> <p>complete complex graphs</p> <p>draw conclusions and compare different climate graphs.</p> |