

# Porter Croft progression of skills for Geography-2021

|   | FS2   | Y2   | Y3   | Y4  | Y5   | Y6  |
|---|---|--|--|---|--|---|
| <b>Locational Knowledge Geographical language Enquiry</b> | <ul style="list-style-type: none"> <li>Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods</li> <li>Consider geographical questions e.g. what is it like to live in this place?</li> <li>Express own views about a place, people, environment</li> <li>recognise how places have become the way they are e.g. shops</li> <li>Observe and record e.g. identify buildings on a street</li> <li>Communicate in different ways e.g. pictures, pictograms simple maps, sketches, labelled diagrams</li> <li>Name the four seasons and describe typical weather</li> </ul> | <ul style="list-style-type: none"> <li>Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season</li> <li>Consider geographical questions –Where is this place? What is it like? How has it changed?</li> <li>Express own views and preferences about a place, people, environment, location and give detailed reasons</li> <li>Recognise how places have become the way they are e.g. shops</li> <li>Observe and record in different ways eg. sketches, diagrams, ICT, charts</li> </ul> | <ul style="list-style-type: none"> <li>Describe route and direction using 8 compass points e.g. N, S, E, W, NW, NE, SW, SE</li> <li>Link words to topic e.g. river, meander, flood, plain, location, industry. transport</li> <li>Use correct geographical words to describe a place and the things that happen there</li> <li>Use technical and geological vocabulary to describe physical processes</li> <li>Ask geographical questions: where is this location? What do you think about it?</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos,</li> </ul> | <ul style="list-style-type: none"> <li>Describe route and direction linking N/S/E/W with degrees on the compass</li> <li>Link words to topic e.g. contour, height, valley</li> <li>Ask questions – what is this landscape like? what will it be like in the future?</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures and maps</li> <li>Identify and explain different views of people including themselves</li> <li>Collect and record evidence: show questionnaire results in simple chart or colour coded maps which demonstrate patterns</li> </ul> | <ul style="list-style-type: none"> <li>Describe route , direction and location, linking 8 points of compass to degrees on compass</li> <li>Link words to theme e.g. river – erosion, deposition, transportation, coasts, long shore drift, headland</li> <li>Ask questions: what is this landscape like? how has it changed? what made it change? how is it changing?</li> <li>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations and its influence on people</li> <li>Identify and explain different views of people</li> </ul> | <ul style="list-style-type: none"> <li>Describe route, direction, location linking 16 points on compass to degrees on compass</li> <li>Link words to theme e.g. settlement, urban, rural, land use, sustainability, rivers, confluence, tributary</li> <li>Ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed?</li> <li>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use and temperature.</li> <li>Look for patterns and explain reasons behind them</li> <li>Identify and explain different</li> </ul> |

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|  | <p>conditions for each</p> <ul style="list-style-type: none"> <li>Identify hot and cold areas in the world and begin to understand climate in simple terms – e.g consider what they might wear if they lived in a very hot or a very cold country</li> <li>Name the four countries of the UK</li> <li>Name some of the main towns and cities in the United Kingdom</li> <li>Describe in simple terms how wind or water has affected the Geography of an area</li> <li>Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?)</li> </ul> | <ul style="list-style-type: none"> <li>Compare and describe an area of the UK to a place outside Europe using geographical words</li> <li>Explain how the jobs people do may be different in different parts of the world</li> <li>Explain what facilities a town or village might need</li> <li>Use information texts and the web to gather information about the worlds human and physical geography</li> <li>Suggest ways of improving the local environment</li> <li>Describe how a physical or human process has changed an aspect of the local environment – consider questions such as Do you think that people ever spoil</li> </ul> | <p>pictures, temperatures, population</p> <ul style="list-style-type: none"> <li>Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort, new housing estate</li> <li>Hold geographical debate through drama and role play (e.g. recycling)</li> <li>Collect and record evidence: e.g. construct questionnaire, field sketch, brainstorm words about a place, e-learning, atlases</li> <li>Communicate in ways appropriate to task and audience e.g. use questionnaires, charts, graphs to show results,</li> </ul> | <ul style="list-style-type: none"> <li>Communicate in ways appropriate to task and audience</li> <li>Carry out research to discover features of cities and villages</li> <li>Plan a journey to a place in England</li> <li>Explain why people are attracted to living in cities</li> <li>Explain why people may choose to live in a village rather than a city</li> <li>Know the difference between the British Isles, Great Britain and UK</li> <li>Know the countries that make up the European Union</li> <li>Name the areas of origin of the main ethnic groups in the UK and in their school</li> <li>Collect and analyse data from first and second</li> </ul> | <p>including themselves</p> <ul style="list-style-type: none"> <li>Design and use questionnaires to obtain views of community on subject</li> <li>Collect and record evidence</li> <li>Conduct a land use survey</li> <li>Communicate in ways appropriate to task and audience e.g. persuasive writing – present information on map overlays to show levels of information e.g. old/new</li> <li>Plan a journey to a place in another part of the world, taking account of distance and time</li> <li>Explain why many cities of the world are situated by rivers and why this makes it an attractive location</li> <li>Explain how a location fits into its wider</li> </ul> | <p>views of people including themselves and justify in detail</p> <ul style="list-style-type: none"> <li>Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school</li> <li>Give an extended description of the human features of different places around the world</li> <li>Describe how some places are similar and others are different in relation to their physical features</li> <li>Name the largest desert in the world</li> <li>Explain how the time zones work</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>Identify similarities and differences between the local environment and one other place</li> </ul> | <p>the area or make it better? How?</p> <ul style="list-style-type: none"> <li>Use compass directions (N, S, E, W)</li> </ul> | <p>write views to local paper</p> <ul style="list-style-type: none"> <li>Locate the Mediterranean and explain why it is a popular holiday destination</li> <li>Name a number of countries in the Northern Hemisphere</li> <li>Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features</li> <li>Name and locate vegetation belts across the UK, explaining how some of these have changed over time</li> <li>Identify how people both damage and improve the environment</li> <li>Provide a reasonable</li> </ul> | <p>hand sources, identifying and analysing patterns and suggesting reasons for them (e.g. a number of hotels and restaurants are found at the seaside)</p> <ul style="list-style-type: none"> <li>Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world</li> <li>Name the rivers of the UK and describe the impact on the human and physical geography of the places they are found</li> <li>Explain how people try to sustain environments</li> <li>Describe how physical processes have changed the characteristics of a landscape,</li> </ul> | <p>geographical location; reference to human and economical features</p> |  |
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|                              |  |   | <p>explanation for features in relation to location (e.g. the shops out of town are bigger because there is more space)</p> <ul style="list-style-type: none"> <li>Identify changes in the local and global environment</li> </ul> | <p>country or continent and how it can affect the lives and activities of the people living there</p> <ul style="list-style-type: none"> <li>Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism</li> <li>Compare and contrast how areas of the world have capitalised on their physical and human features</li> <li>Sequence and explain features of a physical weather process, such as the water cycle</li> </ul> |  |   |
| Human and Physical Geography | <ul style="list-style-type: none"> <li>Identify the human and physical features of the two localities studied.</li> <li>Identify seasonal and daily weather</li> </ul> | <ul style="list-style-type: none"> <li>Identify the location of hot and cold areas in the world in relation to the Equator and the</li> </ul> | <ul style="list-style-type: none"> <li>begin to describe and understand key aspects of: physical geography including;</li> </ul>   | <ul style="list-style-type: none"> <li>describe and understand key aspects of: physical geography including; <ul style="list-style-type: none"> <li>Volcanoes, earthquakes.</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>describe and understand key aspects of: physical geography including; <ul style="list-style-type: none"> <li>climate zones, biomes and</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>describe, understand and explain key aspects of: physical geography, including: climate zones, biomes and</li> </ul> |

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|  | <p>patterns in the UK.</p>  | <p>North and South Poles.</p> <ul style="list-style-type: none"> <li>Identify the human and physical features of the two localities studied.</li> </ul>   | <ul style="list-style-type: none"> <li>climate zones, biomes and vegetation belts.</li> <li>begin to describe and understand aspects of human geography including;</li> <li>economic activity including distribution of natural resources,</li> <li>settlement and land use.</li> </ul> | <ul style="list-style-type: none"> <li>To describe and understand aspects of human geography including; types of settlement and land use, economic activity including trade links.</li> </ul>   | <p>vegetation belts, volcanoes and earthquakes.</p> <ul style="list-style-type: none"> <li>describe and understand aspects of human geography including; types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> | <p>vegetation belts, rivers, mountains, and the water cycle</p> <ul style="list-style-type: none"> <li>describe, understand and explain key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>effects of war on humans and its physical geography</li> </ul> |
| <p>Fieldwork: where, why? Use fieldwork techniques</p> | <ul style="list-style-type: none"> <li>Use simple field sketches use a camera</li> <li>Keep a weather chart and answer questions about the weather</li> <li>Use maps, pictures and stories to find out about different places</li> <li>Collect data during fieldwork</li> </ul> | <ul style="list-style-type: none"> <li>Use simple field sketches and diagrams, use a camera</li> <li>Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features</li> <li>Collect and organise simple</li> </ul> | <ul style="list-style-type: none"> <li>Draw and use more detailed field sketches and diagrams, using symbols for a key</li> <li>Observe, measure and record the human features in the local area responding to a range of geographical questions</li> </ul>                             | <ul style="list-style-type: none"> <li>Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)</li> <li>Suggest which source material to use for a specific task, locating the information needed</li> </ul> | <ul style="list-style-type: none"> <li>Field sketches should show understanding of pattern, movement and change</li> <li>Draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about</li> </ul>   | <ul style="list-style-type: none"> <li>Field sketches should show understanding of pattern, movement and change</li> <li>Use maps, aerial photos, plans and web resources to describe what a locality might be like</li> </ul>   |

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|                      | <p>such as the number of trees/houses</p> <ul style="list-style-type: none"> <li>Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.</li> </ul>   | <p>data from first and second hand sources including fieldwork</p> <ul style="list-style-type: none"> <li>Explain simple patterns and offer an explanations (e.g. count traffic and offer an explanation as to why the flow changes at different times)</li> </ul>   | <ul style="list-style-type: none"> <li>Locate appropriate information, needed for a task, from a source material</li> </ul>  | <ul style="list-style-type: none"> <li>Suggest where in the world an aerial photo or satellite image shows, explaining reasons for their suggestions</li> </ul>  | <p>landscape/ industry/ features etc.</p>   |   |
| Map work/ atlas work | <ul style="list-style-type: none"> <li>Make simple maps and plans</li> <li>Explore maps of the local area</li> <li>Draw a simple picture map (could be from a story) and label particular features</li> <li>Locate the four countries of the United Kingdom on a map</li> <li>Locate hot and cold areas of the world on a map- Antarctica and Australia</li> <li>Follow directions (Up, down,</li> </ul> | <ul style="list-style-type: none"> <li>Compare two settlements using globes, maps, plans (at a range of scales)</li> <li>Use contents/index to locate a country and draw information from a map <ul style="list-style-type: none"> <li>Name the continents of the world and find them in an atlas</li> <li>Name the world's oceans and find them in an atlas</li> <li>Name and locate the main cities of England, Wales, Scotland and Ireland</li> <li>Find where they live on a map of the UK</li> <li>Use simple compass directions and</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Draw and use more detailed field sketches and diagrams, using symbols for a key</li> <li>Observe, measure and record the human features in the local area responding to a range of geographical questions</li> <li>Locate appropriate information, needed for a task, from a source material</li> </ul> | <ul style="list-style-type: none"> <li>Draw an accurate map – develop more complex key use contents/index to locate position of location including page/coordinates</li> <li>Locate the Tropic of Cancer and the Tropic of Capricorn</li> <li>Name up to six cities in the UK and locate them on a map</li> <li>Locate and name some of the main islands that surround the UK</li> </ul> | <ul style="list-style-type: none"> <li>Name and locate many of the world's most famous mountain regions on maps</li> <li>Locate the Americas on a world map and atlas</li> <li>Locate countries in Europe and their capitals</li> <li>Locate and name the main countries in Central America on a world map and atlas</li> </ul> | <ul style="list-style-type: none"> <li>locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.</li> <li>use OS maps to answer questions</li> <li>recognise key symbols used on ordnance survey maps</li> <li>identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles</li> </ul> |

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|  | <p>left/right, forwards/backwards</p> <ul style="list-style-type: none"> <li>Start to learn the four compass points (NESW)</li> </ul> | <p>locational/directional language when using maps</p> <ul style="list-style-type: none"> <li>Draw simple maps or plans using symbols for a key</li> <li>Locate the equator and North and South Poles and explain how the weather affects these areas</li> </ul> |  | <ul style="list-style-type: none"> <li>Draw sketch maps and plans using standardised symbols and key</li> <li>Locate and name geographical features on an Ordnance Survey map Plot a route on a map or a globe, from one place to another, identifying countries or significant landmarks that are passed</li> <li>Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries across the world</li> <li>Name and locate many of the world's major rivers on maps</li> </ul> |  | <ul style="list-style-type: none"> <li>use eight points on a compass</li> </ul> |
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