	Birkwood Primary School Geography Skills Progression-2019/20					
Skills	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Geographical Language	To use geographical language to describe a feature or location e.g hill/local/a road/coastline/ woods	To use geographical language to describe a feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland	To describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE Link words to topic e.g. river/meander/flood/plain/location/ industry/transport.	To describe route and direction linking N/S/E/W with degrees on the compass Link words to topic/theme e.g. contour/height/ valley	To describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river – erosion/ deposition/ Transportation: coasts – long shore drift/ headland	To describe route, direction and location ·16 points on compass to degrees on compass · Link words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary
Enquiry (builds on questions from previous years)	Ask geographical questions: What is it like to live in this place?	Ask geographical questions: Where is this place? What is it like? How has it changed?	Ask geographical questions: Where is this location? What do you think about it?	Ask geographical questions: What is this landscape like? What will it be like in the future?	Ask geographical questions: What is this landscape like? How has it changed? What made it change? How is it changing?	Ask geographical questions: What is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed?

	Express own views about a place, people, and its environment.	Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences.	Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population.	Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps.	Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life.	Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it.
	Recognise how places have become the way they are. E.g. shops (patterns and processes)	Recognise how places have become the way they are. E.g. shops (patterns and processes)	Identify and explain different views of people including themselves E.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling.	Identify and explain different views of people including themselves.	Identify and explain different views of people including themselves. Design and use questionnaires to obtain views of community on subject.	Identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views.
	Observe and record. E.g. identify buildings on a street – memory maps.	Observe and record in different ways. E.g. Sketches, diagrams, ICT.	Collect and record evidence. E.g. construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases).	Collect and record evidence. E.g. show questionnaire results in simple chart, colour coded maps which demonstrate patterns.	Collect and record evidence. E.g. conduct a land use survey categorise codes.	Collect and record evidence. E.g. record measurement of river: width/ depth/ velocity.

	Communicate in different ways. E.g. pictures, pictograms simple maps, sketches, labelled diagrams.	Communicate in different ways. E.g pictures, writing, charts to show results.	Communicate in ways appropriate to task and audience creating a sense of place. E.g. use questionnaires, charts, graphs to show results, Write views to local paper.	Communicate in ways appropriate to task and audience.	Communicate in ways appropriate to task and audience. E.g Persuasive writing: show information on map overlays in showing levels of information old/new.	Communicate in ways appropriate to task and audience. E.g. use email to exchange information about locality with another school.
Theme	Undertake locality fieldwork- Cudworth.	Undertake locality fieldwork- Barnsley.	Undertake UK locality fieldwork that contrasts with Barnsley.	Undertake fieldwork on weather, environment, environmental change, sustainability within UK.	Understanding global issues on water and the effects on the environment, settlement, environmental change and sustainability.	Compare global issues on water and effects on the environment, settlement, environmental change and sustainability.
Fieldwork: where, why? Use fieldwork techniques use	Use simple field sketches: begin to use a camera.	Use simple field sketches and diagram: use a camera.	Use more detailed field sketches and diagrams.	Field sketches should begin to show pattern/movement/change	Field sketches should show understanding of pattern/ movement/ change.	Field sketches should show detailed understanding of pattern/ movement/ change.

| Map work/ atlas work | Make simple maps and plans explore maps of the local area. | Compare two settlements.

Use globes, maps, plans at a range of scales.

Use content/index to locate country/draw information from a map. | Draw maps more accurately.

Plan view (from above)

Use key accurately use contents/index to locate page quickly and accurately (ICT). | Draw accurate map – develop more complex key

Contents/index to locate position of location including page/coordinates. | Begin to draw accurately to scale

Begin to locate information/ place with speed and accuracy.

Begin to use a key to make deductions about landscape/ industry/ features etc. | Can draw accurately to scale

Can locate information/ place with speed and accuracy.

Can use a key to make deductions about landscape/ industry/ features etc. |
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