

Geography Skills Progression



Strands	By the end of FS	By the end of Y2	By the end of Y4	By the end of Y6
<p>Geographical enquiry and skills</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>They use resources, and their own observations, to ask and respond to questions about places and environments.</p> <p>They carry out simple tasks and select inform information from resources.</p> <p>They use this info and their own observations to help them ask and respond to questions about places and environments.</p> <p>They begin to use appropriate geographical vocabulary.</p>	<p>They offer reasons for some of their observations, and for their views and judgements.</p> <p>They use skills and sources of evidence to respond to a range of geographical questions.</p> <p>They begin to use appropriate geographical vocabulary to communicate their findings.</p>	<p>They use their knowledge and understanding to suggest suitable questions and use a range of skills to investigate places and environments.</p> <p>They use primary and secondary sources and use appropriate vocabulary to communicate their findings.</p> <p>Pupils explain their own views and begin to suggest relevant geographical questions and issues.</p> <p>They use their knowledge and understanding to select the appropriate skills for investigating places and environment.</p> <p>They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing.</p>

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Strands	By the end of FS	By the end of Y2	By the end of Y4	By the end of Y6
<p>Knowledge and understanding of places</p>	<p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Pupils show their knowledge, skills and understanding in studies at a local scale.</p> <p>Pupils show their knowledge, skills and understanding in studies at a local scale.</p> <p>They show an awareness of places beyond their own locality</p>	<p>Pupils show their knowledge, skills and understanding in studies at a local scale.</p> <p>They are aware that different places may have both similar and different characteristics.</p>	<p>Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world.</p> <p>They begin to recognise geographical patterns and to appreciate the importance of wider geographical location in understanding places.</p> <p>Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world.</p> <p>They recognise some of the links and relationships that make places dependent on each other.</p>

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Strands	By the end of FS	By the end of Y2	By the end of Y4	By the end of Y6
<p>Knowledge and understanding of patterns and processes</p>	<p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>They recognise and make observations about physical and human features of localities.</p> <p>They describe physical and human features of places and.</p> <p>Recognise and make observations about those features that give places their character.</p>	<p>They describe and compare the physical and human features of different localities.</p> <p>Offer explanations for the location of some of those features.</p>	<p>They recognise and describe physical and human processes.</p> <p>They begin to understand how these can change the features of places and how these changes affect the lives and activities of people living there.</p> <p>They describe and begin to explain geographical patterns and physical and human processes.</p> <p>They describe how these processes can lead to similarities and differences in the environments of different places and the lives of people who live there.</p>

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Strands	By the end of FS	By the end of Y2	By the end of Y4	By the end of Y6
Knowledge and understanding of environmental change		<p>They express their views on features of the environment of a locality.</p> <p>They express views on the environment of a locality.</p> <p>Recognise how people affect the environment.</p>	<p>They recognise how people seek to improve and sustain environments.</p>	<p>They understand how people can both improve and damage the environment.</p> <p>They explain their own views and the views that others hold about an environmental change.</p> <p>They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them.</p> <p>They recognise how people try to manage environments sustainably.</p>

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Strands	By the end of FS	By the end of Y2	By the end of Y4	By the end of Y6
<p>New NC Geography thinking skills across all year groups:</p>		<p>Sequencing and ordering information</p> <p>Sorting, classifying, grouping.</p> <p>Analysing, identifying relationships.</p> <p>Comparing and contrasting.</p> <p>Making predictions and hypothesising.</p> <p>Drawing conclusions.</p>	<p>Distinguishing facts and opinion.</p> <p>Bias and reality.</p> <p>Generating ideas and brainstorming.</p> <p>Cause and effect, fair tests.</p>	<p>Defining and clarifying problems.</p> <p>Thinking up solutions, evaluating outcomes.</p> <p>Planning and monitoring.</p> <p>Making decisions.</p> <p>Prioritising.</p> <p>Pros and cons.</p> <p>Reflecting on one's own thinking.</p>