Geography Skills Progression Ladder

	Geographical enquiry and fieldwork	Location and direction.	Mapping skills.
EYFS	Use all their senses in hands on exploration of natural materials. Begin to understand the need to respect and care for the environment. Describe their immediate environment using observation.	Describe a familiar route. Know there are different countries in the world and talk about how the differences they have seen in photos.	Draw information from a simple map. Describe their immediate environment using maps.
Year 1	Teacher led enquiries. Ask questions about an environment that is local to them. Investigate their own surroundings and make observations about where things are within their school and local area. Trip around the island looking at local landmarks and places that are familiar and new to them. I can describe seasonal weather changes. Children have made observations and asked questions about their local environment. Suggest ways for improving the school/local environment.	Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. Children can use simple language to describe their local environment.	Use simple maps of the local area. Make simple maps and plans on something that is relevant to them. Children know where Canvey island is on a map of the UK. Children can name landmarks they have seen on Canvey island.

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Year 2	Use simple fieldwork and observational skills to study the geography of my school and its grounds including the key human and physical features of its surrounding environments. Children use basic geographical vocabulary to describe human and physical features in their local environment. Use simple fieldwork skills to study the school grounds and make statements about the human and physical features of the environment, Eg the school is near a shop. The grass is long in the field behind the school.	Use simple compass directions (North, South, East West) and locational and directional language, e.g. near, far, left, right to describe the location of features and routes on a map. I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. Children can use the language related to the compass points. Children can begin to spatially match places. Eg locate England on a small scale and large scale map. Children can compare Canvey Island to Australia and can comment on similarities and differences.	Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, e.g. devise a simple map and use and construct basic symbols in a key. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Children can name and locate the world's seven continents and five oceans. Children can name and locate the countries that make up the UK and can name the capital cities. Children can identify a hot and cold country on a map or in an atlas
Year 3	Ask and respond to questions about a landscape. Analyse evidence make comparisons and display findings in an appropriate way. Use fieldwork instruments, eg a camera. Use the 8 points of the compass in their fieldwork.	Understand and use a widening range of geographical terms. Use the 8 points of a compass. Identify countries and cities in the UK. Children came name and locate countries and cities in the UK. They understand what	Make simple maps using symbols and keys. Children can locate countries and cities in the UK using a map, globe or atlas. Children begin to draw their own simple maps using symbols and keys. Use an atlas or map to explain weather patterns in the UK and Europe.

	Make more detailed fieldwork sketches/ diagrams. Recognise similarities and differences between places. Children can respond to questions about rivers, volcanoes or Southend. They experience fieldwork on the beach at Southend using a compass and a camera. They make sketches/diagrams of their environment. They can recognise similarities and differences between places and begin to develop an awareness of how people relate to each other.	a city is and how it differs from a town. They use the 8 compass points in their explanations and a widening geographical vocabulary.	
Year 4	Measure straight line distances using an appropriate scale. Explore features on an OS map using 6 figure grid references. Plan steps needed for an enquiry. Demonstrate knowledge of places around the UK. Recognise people have a differing quality of life in different locations. Explore weather patterns around the world.	Understand and use a widening range of geographical vocabulary. Recognise the different shapes of the continents. Children use a widening geographical vocabulary in their work. Can locate continents by their shape on a map or atlas.	Explore features on an OS map using 6 figure grid references. Draw accurate maps with more complex keys. Identify where places are within Europe. Recognise the different shapes of the continents. Children experience using an OS map of their local area and can identify some of the features found on the map. They can draw accurate maps with complex keys. They can use a map, globe or atlas to identify places

	Understand why there are similarities and differences between places. Children can compare their life with a child in Brazil. Can explain how and why weather patterns vary around the world. Children know how to plan for an enquiry, eg What layer of the Rainforest do these animals live in? They can understand and use an OS map of their local area. They can measure line distances using an appropriate scale.		within Europe and know the location of the continents by their shape.
Year 5	Use and understand a widening range of geographical terms. Understand weather patterns around the world and relate these to climate zones. Children can use a widening vocabulary and understand that climate zones differ around the world.	Identify and describe time zones. Recognise the shape of different countries. Know wider context places, e.g county, region. Know where things are in relation to physical and human features. Children can recognise some countries by their shape and can describe where things are using physical and human features.	Recognise the shape of different countries. Can locate capital cities in the UK, seas around the UK. Know the largest cities in each continent. Know cities in some European countries. Children can use a map or atlas or globe to identify different countries by their shape. Can name some cities around the world.
Year 6	Use maps, atlases, globes and digital computer mapping to locate countries and describe features. Use 8 points of a compass, 4 and 6 figure grid references, symbols and keys.	Locate countries around the world using maps. Identify the position of significant points on a map. E.g. longitude and latitude.	Use maps and charts to support learning. Use maps, atlases, globes and digital computer mapping to locate countries and describe features.

	Use fieldwork to observe, record and present human and physical features of an area including sketch maps, plans, graphs and digital technology. Use maps and charts to support decision making about the location of a new place. Year 6 are to have 2 geographical field work and enquiry days. Children can use a wide range of fieldwork skills and resources to observe and record their findings. Use compass points and grid references in their fieldwork.	Children can identify countries around the world. They can use an atlas to identify significant features.	Use a map to locate countries around the world. Name and locate cities in the UK and their human and physical characteristics. Children can use maps, atlases, globes and digital computer mapping to locate countries and describe features. Use a map to locate cities in the UK and to be able to discuss their human and physical characteristics.