

Woodcroft Primary School - Geography Skills Progression- ARE

| | Contextual world knowledge | Understanding | Geographical enquiry |
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| Year 1 | To use maps and images to have basic locational knowledge about individual places and environments in the local area, but also in the UK and wider world. | <p>To show simple understanding by describing the places and features they study using some geographical vocabulary.</p> <p>To identify some similarities and differences and simple patterns in the environment.</p> | <p>To investigate places and environments by asking and answering basic questions.</p> <p>To make simple observations using sources such as simple maps, atlases, globes, images and aerial photos.</p> |
| Year 2 | To have simple locational knowledge about individual places and environments in the local area, but also in the UK and wider world. | <p>To show understanding by describing places and features using simple geographical vocabulary.</p> <p>To identify some similarities and differences and simple patterns in the environment.</p> | <p>To investigate places and environments by asking and answering questions.</p> <p>To make observations using sources such as simple maps, atlases, globes, images and aerial photos.</p> |
| Year 3 | To begin to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. | To interpret knowledge and understanding of the wider world by investigating places beyond the immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. | <p>To investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos.</p> <p>To express opinions and recognise that others may think differently.</p> |

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| | | To begin to compare places, and understand simple reasons for similarities and differences. | |
| Year 4 | To begin to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. | <p>To understand the wider world by investigating places beyond the immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments.</p> <p>To compare places and understand some reasons for similarities and differences.</p> | <p>To investigate places and environments independently by asking and responding to geographical questions.</p> <p>To make observations using sources such as maps, atlases, globes, images and aerial photos.</p> <p>To express opinions and recognise that others may think differently.</p> |
| Year 5 | To begin to make connections from patterns of knowledge of the world, including globally significant physical and human features. | <p>To understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing.</p> <p>To know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change.</p> <p>To show a simple understanding of</p> | <p>To carry out investigations using different geographical questions, skills and sources of information including a variety of maps, graphs and images.</p> <p>To express and simply explain opinions, and recognise why others may have different points of view.</p> |

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| | | the links between places, people and environments. | |
| Year 6 | To have a detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. | <p>To understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing.</p> <p>To know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change.</p> <p>To show some understanding of the links between places, people and environments.</p> | <p>To carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.</p> <p>To express and explain opinions with evidence, and recognise and explain why others may have different points of view.</p> |