



Geography

Year 3

Romans	Curriculum Skill	Number of times taught
	Communicate findings in ways appropriate to the task or for the audience.	1
	Make more detailed fieldwork sketches/diagrams.	1
	Make plans and maps using symbols and keys.	1
	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.	1
Living in London	Curriculum Skill	Number of times taught
	Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.	1
	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?.	1
	Develop an awareness of how places relate to each other.	1
	Explain about weather conditions / patterns around the UK and parts of Europe.	1
	Identify physical and human features of the locality.	1
	Make more detailed fieldwork sketches/diagrams.	2
	Name and locate the cities of the UK.	1
	Recognise there are similarities and differences between places.	1
	Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.	1
	Use fieldwork instruments e.g. camera, rain gauge.	1
Invaders!	Curriculum Skill	Number of times taught
	Communicate findings in ways appropriate to the task or for the audience.	2
	Develop an awareness of how places relate to each other.	2
	Identify where counties are within the UK and the key topographical features.	1
	Make more detailed fieldwork sketches/diagrams.	3
	Make plans and maps using symbols and keys.	2
	Recognise that different people hold different views about an issue and begin to understand some of the reasons why.	1
	Recognise there are similarities and differences between places.	2
	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.	2
	Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.	1
	Use four figure grid references.	1
Location	Curriculum Skill	Number of times taught
	Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.	2
	Develop an awareness of how places relate to each other.	3
	Identify physical and human features of the locality.	2
	Identify where counties are within the UK and the key topographical features.	2
	Name and locate the cities of the UK.	2
	Recognise there are similarities and differences between places.	3



St Jude's C of E Primary School Skill Progression Grid



Geography

	Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.	2
	Use four figure grid references.	2
	Use the 8 points of a compass.	1
Amazon	Curriculum Skill	Number of times taught
	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?	2
	Recognise that different people hold different views about an issue and begin to understand some of the reasons why.	2
	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.	3
	Use the 8 points of a compass.	2
Whole School	Curriculum Skill	Number of times taught
	Recognise that different people hold different views about an issue and begin to understand some of the reasons why.	3
	Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.	2

Year 4

Pharaohs	Curriculum Skill	Number of times taught
	Demonstrate knowledge of features about places around him/her and beyond the UK.	1
	Explain about key natural resources e.g. water in the locality. (Human and physical geography)	1
	Explore weather patterns around parts of the world.	1
	Identify where countries are within Europe; including Russia.	1
	Know about the wider context of places - region, country.	1
	Recognise the different shapes of continents.	1
	Understand why there are similarities and differences between places.	1
River	Curriculum Skill	Number of times taught
	Describe human features of UK regions, cities and /or counties.	1
	Draw accurate maps with more complex keys.	1
	Explain about key natural resources e.g. water in the locality.	2
	Explore features on OS maps using 6 figure grid references.	1
	Know how the locality is set within a wider geographical context.	1
	Measure straight line distances using the appropriate scale.	1
	Understand the effect of landscape features on the development of a locality.	1
Stone age	Curriculum Skill	Number of times taught
	Draw accurate maps with more complex keys.	2
	Measure straight line distances using the appropriate scale.	2
	Plan the steps and strategies for an enquiry.	1



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	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.	1
	Understand the effect of landscape features on the development of a locality.	2
Vikings	Curriculum Skill	Number of times taught
	Demonstrate knowledge of features about places around him/her and beyond the UK.	2
	Draw accurate maps with more complex keys.	3
	Explore features on OS maps using 6 figure grid references.	2
	Identify where countries are within Europe; including Russia.	2
	Know how the locality is set within a wider geographical context.	2
Chocoholics	Curriculum Skill	Number of times taught
	Demonstrate knowledge of features about places around him/her and beyond the UK.	3
	Explore weather patterns around parts of the world.	2
	Plan the steps and strategies for an enquiry.	2
	Recognise that people have differing quality of life living in different locations and environments.	1
	Understand why there are similarities and differences between places.	2
Whole school	Curriculum Skill	Number of times taught
	Describe human features of UK regions, cities and /or counties.	2
	Know how the locality is set within a wider geographical context.	3
	Recognise that people have differing quality of life living in different locations and environments.	2
	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.	2
	Understand why there are similarities and differences between places.	3
	Describe how people have been affected by changes in the environment. (Human and physical geography)	1

Year 5

Greeks	Curriculum Skill	Number of times taught
	Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.	1
	Know about changes to world environments over time.	1
	Know about the physical features of coasts and begin to understand erosion and deposition.	1
	Know about the wider context of places e.g. county, region and country.	1
	Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.	1
	Understand about weather patterns around the world and relate these to climate zones.	1
Space	Curriculum Skill	Number of times taught
	Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.	1



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	Identify the physical characteristics and key topographical features of the countries within North America.	1
	Recognise the different shapes of countries.	1
Caribbean	Curriculum Skill	Number of times taught
	Know about the physical features of coasts and begin to understand erosion and deposition.	1
	Know and describe where a variety of places are in relation to physical and human features.	1
	Recognise the different shapes of countries.	2
	Understand about weather patterns around the world and relate these to climate zones.	2
	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	1
Tudors	Curriculum Skill	Number of times taught
WW2	Curriculum Skill	Number of times taught
	Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.	2
	Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.	2
	Identify the physical characteristics and key topographical features of the countries within North America.	2
	Know about the wider context of places e.g. county, region and country.	2
	Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.	3
	Recognise the different shapes of countries.	2
Whole school	Curriculum Skill	Number of times taught
	Know about changes to world environments over time.	2
	Know how rivers erode, transport and deposit materials.	1
	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	2
	Understand how humans affect the environment over time.	1
	Understand why people seek to manage and sustain their environment.	1

Year 6

Victorians	Curriculum Skill	Number of times taught
	Describe and understand 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.	1
	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	1
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	1
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	1



St Jude's C of E Primary School Skill Progression Grid



Geography

Extreme Earth	Curriculum Skill	Number of times taught
	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	1
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	1
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	2
	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)	1
	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.	1
Ancient Africa	Curriculum Skill	Number of times taught
	Describe and understand 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.	2
	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	2
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	2
	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)	2
	Use maps, charts etc. to support decision making about the location of places e.g. new bypass.	1
	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.	2
War Child	Curriculum Skill	Number of times taught
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	3
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	2
Technology	Curriculum Skill	Number of times taught
	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	2
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe	1



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Geography

Whole school	Curriculum Skill	Number of times taught
	features studied.	
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	2
	Use maps, charts etc. to support decision making about the location of places e.g. new bypass.	2
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.	1