# Skills Progression: Geography

| Skills | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Autumn** | **Exploring Maps**<br>Exploring maps through discussion, story-telling, games and creative activity. | **What is it like here?**<br>Developing mapping skills by locating familiar features on aerial photographs and creating simple maps. Pupils use maps to follow routes around the school grounds and carry out an enquiry to identify ways to improve their playground. | **Would you prefer to live in a hot or cold place?**<br>Examining climate zones and locating hot and cold places around the world. Pupils compare the North and South Poles, Kenya and their local area, while learning the four compass points and the names and locations of the seven continents. | **Why do people live near volcanoes?**<br>Investigating the structure of the Earth and the movement of tectonic plates by learning how mountains, volcanoes and earthquakes are formed. Pupils map the global distribution of these physical features and examine both the challenges and benefits of living in tectonically active areas, including how people respond to earthquakes and volcanic activity. | **Why are rainforests important to us?**<br>Examining the relationship between climate and biomes by locating the Amazon rainforest and investigating its physical features and vegetation. Pupils explore how plants and people adapt to life in the rainforest and consider the impact of human activity on this important environment locally and globally. | **What is life like in the Alps?**<br>Investigating tourism in mountain environments by learning about the climate and features of the Alps, with a focus on Innsbruck. Pupils examine the human and physical features that attract visitors and apply their understanding by researching and mapping tourism in their local area. | **Why does population change?**<br>Examining global population patterns by investigating why some places are more densely populated than others. Pupils explore the factors that influence population change and migration, and use fieldwork to consider the impact of population on their local environment. |
| **Spring** | **Outdoor Adventures**<br>Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons. | **What is the weather like in the UK?**<br>Learning about the countries and cities of the UK and how the weather changes across the seasons. Pupils investigate weather patterns, consider how weather affects daily life and use weather maps to identify hot and cold places across the UK. | **Why is our world wonderful?**<br>Exploring the geography of the UK and the wider world by identifying key features of the UK, naming the oceans and locating them on a world map. Pupils investigate natural habitats in their local area and use fieldwork to collect, present and interpret geographical information. | **Who lives in Antarctica?**<br>Considering how location relates to climate by learning about latitude, longitude and the Earth's tilt. Pupils explore the physical features of Antarctica, examine how people adapt to working in this extreme environment and apply their mapping skills when planning an expedition inspired by Shackleton's journey. | **Where does our food come from?**<br>Exploring global trade and food production by mapping the world's biomes and tracing where food imports come from. Pupils investigate fair trade with a focus on Côte d'Ivoire and cocoa production, and consider the advantages and disadvantages of sourcing food locally and globally. | **Why do oceans matter?**<br>Examining the importance of oceans by learning how people use and affect marine environments. Pupils investigate the Great Barrier Reef, consider the impact of pollution and plastic waste and use fieldwork to explore environmental issues in their local marine environment while identifying ways to make more sustainable choices. | **Where does our energy come from?**<br>Investigating how natural resources and energy are used in the UK and the USA while learning about global time zones. Pupils compare renewable and non-renewable energy sources, consider their impact on people and the environment and carry out fieldwork to identify the best location for a solar panel on the school grounds. |
| **Summer** | **Around the world**<br>Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences. | **What is it like to live in Shanghai?**<br>Investigating the wider world by locating continents, oceans and countries beyond the UK, with a focus on China. Pupils compare the physical and human features of Shanghai with those of their local area and use fieldwork to collect data and create a simple map. | **What is it like to live by the coast?**<br>Exploring coastal environments by locating the seas and oceans surrounding the UK and investigating the physical features of the Jurassic Coast. Pupils examine how people use coastal areas, conduct fieldwork on their local coast and present findings from their own geographical enquiry. | **Are all settlements the same?**<br>Examining settlements and land use by comparing urban and rural environments and investigating how places change over time. Pupils identify the human and physical features of their local area and compare them with those of New Delhi to identify similarities and differences. | **What are rivers and how are they used?**<br>Investigating how water is stored and transferred by learning about the water cycle, rivers and their features. Pupils map major rivers in the UK and around the world, examine how people use rivers and apply their knowledge through studying a local river. | **Would you like to live in the desert?**<br>deserts and investigating the physical features of the Mojave Desert. Pupils consider how people use desert environments and explore the environmental challenges and threats they face. | **Can I carry out an independent fieldwork enquiry?**<br>Applying geographical enquiry skills by investigating an issue in the local area. Pupils develop their own enquiry question, collect and analyse data using chosen methods and present their findings and conclusions. |