


Hampton Hargate Geography Skills and Vocabulary Progression through the National Curriculum.

Additions to the NC

Maths/Science

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Graphicacy Skills							
Key and Symbols	Use symbols on imaginary map	Use basic symbols in a key Use own symbols on imaginary map	Use and construct basic symbols in a key Begin to understand the need for a key. Use class agreed symbols to make a simple key <i>Recognise and identify basic OS symbols</i>	Use keys to build knowledge/research Start to understand complex keys e.g. size of symbol for quantity <i>Start to understand contour lines</i>	Use complex keys to build knowledge e.g. making quantitative estimates based on size of symbol Begin to recognise symbols on an OS map <i>Understand contour lines</i>	Start to create complex keys using mathematical concepts e.g. <i>size of symbol for quantity</i> Use/recognise OS map symbols	Create complex keys Use atlas symbols
Read maps	Using simple map to move around the outdoor area Picture maps Recognise a map is about a place	Use a simple picture map to move around the school Use picture maps and globes	Follow a route on a plan view map. Use an infant atlas to locate places Find land/sea on globe Use large scale OS maps	Use maps, Junior atlases and globes to locate and start to describe features Follow a route on a map with some accuracy (e.g whilst orienteering) Use large scale OS maps	Use the contents and index of a Junior atlas Follow a route on a large scale map. Use large and medium scale OS maps <i>Use oblique and aerial views</i>	Use maps and atlases, globes and digital/computer mapping to locate and describe features Use index and contents page within atlases Compare maps with aerial photographs. Find/recognise places on maps of different scales. (E.g. river Nile) Use medium scale land ranger OS maps	Follow a short route on an OS map. Describe features shown on OS map. <i>Explain how types of map give different perspectives / show prejudice (e.g. the Peters Projection)</i>
			Use simple grid references to locate squares on a map (e.g. A1, D7)	Use 4 figure grid references to build knowledge (number/letter)	Start to use 6 figure grid references Confident use 4 figure grid references to build knowledge (number/letter)	Use six figure grid references to build knowledge	Use latitude and longitude on atlas maps. Recognise world map as a flattened globe

	Discuss perspective when looking at map of outside area	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	<i>Work out simple distances from a map (e.g. aerial distance, or along a straight road)</i>	<i>Use scale to reasonably estimate distances (e.g. along waterways /roads)</i>	<i>Relate differently scaled maps to each other</i>	Use a scale to measure distances.
					<i>Start to explain ideas using a thematic approach to maps</i>	<i>Explain ideas using a thematic map for reference</i>	<i>Confidently use distribution/thematic maps to illustrate an idea or discussion</i>
Draw maps / plans	Drawing basic map as part of topic	Draw around objects to make a plan Draw picture maps of imaginary places and from stories	Draw a simple map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Look down on objects to make a plan view map	Create a sketch map (e.g. of a short route, or a building plan with simple symbols) with features in the correct order Begin to draw a sketch map from a high viewpoint <i>Start to draw to scale (positive integer scaling and simple correspondence linked to maths)</i>	Make a map of a short route experienced, with features in correct order Draw a sketch map from a high viewpoint Make a simple scale drawing <i>Create a scale bar</i> <i>Draw cross-sections (harder integer correspondence linked to maths)</i> <i>Draw a map or plan from a description</i>	Start to draw thematic maps based on their own data Draw a sketch map using symbols and a key Draw a plan view map with some accuracy <i>Create a map from FW measurements</i> <i>Scale by simple fractions</i>	Design and draw distribution/thematic maps based on their own data Begin to draw plans of increasing complexity Draw a plan view map accurately
Digital maps		<i>With support, do a simple location or post-code search online</i>	Use digital technologies: zoom in/out on a map <i>Begin to highlight and annotate digital maps</i>	<i>Start measuring distance on Digimaps</i> <i>'Zoom' for purpose and explain the scale</i> <i>Annotate digital maps with text/labels</i>	<i>Accurately measure distance, including non-linear distances</i> <i>Annotate digital maps with markers, text, photographs, hyperlinks etc</i> <i>Use digital maps for a purpose (e.g. select, 'screengrab' & paste into .pub/ .ppt / .doc)</i>	<i>Use linear and area measuring tools</i> <i>Start to use digital maps (and selections from them) at different scales, to illustrate a point)</i>	<i>Use linear and area measuring tools accurately</i> <i>Use careful selections from digital maps to illustrate points verbally (e.g. within .ppt) or in written form (e.g. .pub, .doc)</i>
Charts and graphs (Maths NC)		Tallies and simple tables	Pictograms, tally charts, block diagrams, simple tables	Bar charts (e.g. not blocks); use more complex tables	Time graphs and other graphs Use discrete data and continuous data	Complete and interpret tables, including timetables Calculate the mode and range	Read, interpret and use pie charts and line graphs Calculate the mean

Use images	Use photographs and recognise places from their photograph	<i>Explain the difference between image types e.g. photo, drawing</i>	<i>Start to understand the purpose of different image types</i>	Begin to use aerial and oblique photographs	<i>Compare the context & purpose (reliability) of different photographs</i>	Use digital technologies to alter photos/images and explain the impact (e.g. reliability)	<i>Carefully select images for a purpose (e.g. as evidence, or to show reliability)</i>
		<i>Use photographs (incl aerial photos) to recognise basic features (e.g. school on satellite view)</i>	<i>Use aerial photographs and plan perspectives to recognise landmarks and basic features</i>	<i>Understand and explain the reliability / purpose of different picture types</i>	Use digital technologies to alter photos/images	Use satellite images, oblique and aerial photographs	
2. Fieldwork and Practical Skills							
Use a compass		<i>Use NSEW for simple navigation e.g. in a rectilinear maze in the playground</i>	<i>Use NSEW to describe locations and routes on a map</i>	<i>Start to use eight points of a compass and link to magnets and poles</i>	Confidently use the eight points of a compass	<i>Convert between eight compass points and azimuth bearings</i>	<i>Show awareness of the 16-point compass rose, and compass quadrant bearings</i>
		<i>Describe position, direction and movement (Up, down, left/right, forwards/backwards)</i>	<i>Connect idea of turns to right angles</i>	<i>Start to use idea of degrees to measure turns</i>	<i>Use concepts of acute/obtuse angles, i.e. increasingly understanding turns</i>	<i>Draw angles up to 360°</i>	
Observe / measure	Make observations about where things are e.g. within school.	<i>Begin to use first-hand observations about where things are e.g. within school or local area, using senses</i>	<i>Use first-hand observations</i>	<i>Start to evaluate own observations, and compare them with others'</i>	<i>Evaluate own observations and compare them with others'</i>	Collect and record evidence unaided	Collect and record evidence unaided
	Investigate their surroundings		<i>Make appropriate observations about why things happen.</i>	<i>Start to estimate length and distance</i>	<i>Make reasonable estimations of length and distance; start to estimate mass, capacity and angle</i>	<i>Estimate length, distance, mass, capacity, angle; start to estimate temperature and area</i>	<i>Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature</i>
	Children use everyday language to talk about size, compare quantities and objects	<i>Measure to nearest 10cm, e.g with metre stick painted in 5cm blocks</i>	<i>Measure to nearest cm and g. Use litres and °C for temperature</i>	<i>Measure to nearest mm, nearest 10ml, and 45° for angle</i>	<i>Start to understand inches and miles, stone and pounds, Fahrenheit</i>	Measure angles to the nearest degree	<i>Use approximate equivalences between metric and imperial</i>
				<i>Start to understand the concept of area</i>	<i>Understand the concept of area</i>	<i>Calculate area, start to understand volume</i>	<i>Calculate area and volume</i>
			<i>Scales in divisions of ones, twos, fives, tens where the numbers are given</i>	<i>Use scales in ones, twos, fives and tens where numbers may be missing</i>	<i>Use more complex scales where some numbers may be missing</i>		

Locate		Use simple locational language to describe (e.g. near, far, NSEW)	Use simple locational language (secure use of left/right <i>from own perspective</i>)	<i>Secure use of left and right from any perspective (e.g. with an upside-down map)</i> Locate places on larger scale maps			
Record		Make simple recordings e.g lists tallies and simple tables where the template is given	Make sophisticated recordings e.g. frequency tables	Begin to collect and record evidence <i>Take simple notes i.e. using abbreviations, deliberate misuse of grammar etc.</i> Use sketch maps, tables, jotted diagrams, subdivided lists etc	<i>Take quantitative and qualitative notes about observations</i> <i>Start to include continuous data</i> <i>Make simple calculations while in the field</i>	<i>Start to group observations and collected data while in the field, into complex tables, diagrams and flow charts</i>	<i>Group and redraft observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs</i> <i>Make calculations in the field .e.g mean averages</i>

3. Academic skills

Ask questions	Teacher led enquiries, to ask and respond to simple closed questions	<i>Ask and answer simple questions about what they have seen or heard</i>	<i>Show curiosity by voluntarily asking questions about what they have seen, heard or read</i>	Begin to ask/initiate geographical questions. <i>Start to frame questions and answers in Geographically valid ways (eg about change/difference)</i>	Ask and respond to questions and offer their own ideas. <i>Ask and answer Geographically valid questions (eg about cause and effect, reliability, change</i>	Begin to suggest questions for investigating <i>Ask and answer Geographically valid questions (eg about significance, relevance, reliability,</i>	Suggest questions for investigating <i>Regularly ask and answer perceptive questions in Geographically valid ways</i>
Discern relevance			<i>Start to make selections, eg from or within sources of information</i>	<i>Select information according to relevance (i.e. spot the 'main' landmarks)</i> Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	<i>Note connections, contrasts and trends and use these to order by relevance</i> Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps	<i>Explain the usefulness, reliability and relevance of information</i> Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)	<i>Thoughtfully organise information by relevance, and politely critique others</i> Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it

Use sources (from History NC)	Use information pictures as sources of information.	Explain the difference between fiction and non-fiction Use information books/pictures as sources of information.		Explain the difference between primary and secondary data Use NF books, stories, atlases, pictures/photos and internet as sources of information.		Begin to use primary and secondary sources of evidence in their investigations. Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Use primary and secondary sources of evidence in their investigations. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) <i>Start to understand the idea of 'tertiary' sources data</i>
		<i>Show some understanding of the ways we can find out about the world (eg books, museums, atlases, photographs)</i>	<i>Identify ways that Geography is presented and represented (eg fiction, images, maps)</i>	<i>Start to show awareness that there are different ways to represent Geographical information, and that these might inform opinions and beliefs</i>	<i>Recognise that Geographical 'facts' can vary depending on the source, and begin to suggest reasons for this</i>	<i>Begin to explain how Geographical 'facts' are often interpreted to support opinions</i>	<i>Explain and critique the way Geographical 'facts' are used and interpreted to support opinions</i>

4. Vocabulary

...for Skills and Fieldwork	Children use everyday language for position and distance	map compass point direction N S E W near far up down far further high(er) underneath centre, (quarter/half) turn, (anti-)clockwise position direction (from Maths NC) see sight smell hear etc (from Sci NC)	atlas key symbol scale environment surroundings left right beyond <i>contains further furthest higher lower route map plan</i> mass weight capacity volume set square (from Maths NC)	atlas globe grid reference NE SE SW NW area contour (square miles etc) <i>population</i> parallel <i>coordinates</i> easting northing degrees, acute & obtuse angle (from Maths NC)	sort classify property base spherical cylindrical (and other 3D shapes for FW description) concave convex symmetrical reflect construct sketch protractor translation rotation survey questionnaire interpret (from Maths NC)	diagonal protractor, reflex angle, rotation symmetry (from Maths NC)	<i>NNE ENE ESE etc (16 point compass rose isn't official at primary)</i> radius diameter circumference concentric arc intersecting plane cross-section (for FW descriptions, from Maths NC)
...for Locational Knowledge	Children know about similarities and differences in relation to places, objects, materials and living things	Europe Africa Asia, North & South America, Antarctica Australia Pacific Atlantic Indian Arctic Antarctic (Southern) England London Scotland Edinburgh Wales Cardiff, Northern Ireland, Belfast	<i>Continent Alternatives:</i> Australasia Oceania Sahul Zealandia Eurasia, Afro-Eurasia <i>Oceans:</i> N & S Atlantic <i>Irish Republic/Eire (Dublin)</i> <i>Seas:</i> English Channel, North Sea, Irish Sea, Celtic Sea	<i>Regions:</i> North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, East Anglia, (Greater) London, South East, South West Orkney Shetland Hebrides archipelago <i>authority council government borough district administration municipality</i> Arctic Circle, Antarctic Circle, tropics/tropical hemisphere (from Maths NC)	time zone <i>federation union autonomy sovereign state province</i> <i>Name and locate</i> European countries and capitals <i>Name and locate Russia, Moscow, St Petersburg</i> <i>Name and locate (with their capitals):</i> Canada USA (also New York, San Francisco, LA) Mexico Brazil Argentina Panama <i>isthmus</i> <i>Identify location of China Japan Australia India Pakistan Israel Egypt Nigeria Kenya, South Africa</i>	latitude longitude Equator, N&S Hemisphere, Tropics of Cancer & Capricorn, Prime/Greenwich Meridian <i>Name and locate remaining countries and capitals of the Americas</i> <i>Identify countries and cities on other continents that are of interest to children eg Bangladesh Indonesia Malaysia Singapore, New Zealand, Madagascar</i>	<i>Name and locate countries/cities on other continents that might be / have been in the news: Afghanistan Iran Iraq, Saudi Arabia, Yemen, North & South Korea, Hong Kong, Zimbabwe Sudan</i>

<p>...for Place Knowledge</p>	<p>Talk about features of their own immediate environment</p>	<p>area same different point</p> <p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France</p>	<p>similarity difference</p> <p>Locate and name on UK map major features e.g. London, River Thames, home location, seas</p>	<p>region, case study, contrast compare</p>	<p><i>trend</i></p>	<p><i>erosion</i></p>	
<p>...for Human Geography</p>		<p>city town village factory farm house shop <i>weekend</i> <i>journey abroad</i> capital country object</p>	<p>office port harbour estuary bay channel material artificial natural</p>	<p>settlement <i>locality</i> <i>community culture</i> energy <i>renewable</i> minerals <i>function</i> <i>(inter)national canal</i> <i>waterway</i></p> <p>amount worth expensive</p> <p><i>million billion (i.e. for population but not in much detail yet; million is Y5 Maths NC, billion not at all)</i></p>	<p>economic activity, trade links, land use, <i>finance</i> <i>retail municipal</i> <i>industrial employment</i> <i>infrastructure, arable</i> <i>pastoral, mixed farming, carrying capacity, statistics</i> <i>contiguous</i></p> <p>impact settlement waste sewage pollution, sound pollution</p>	<p>distribution (<i>of natural resources etc</i>)</p> <p>arrive depart statistics timetable, line graph, bar line chart, mode range maximum minimum outcome</p> <p>million (from Maths NC - so understand more than in Y3)</p>	<p>economy, <i>zone/sphere of influence, demographic</i></p> <p>recurring quantities scale proportion ratio</p>
<p>...for Physical Geography</p>		<p>beach cliff coast forest hill mountain sea ocean river soil valley continent month year season</p> <p>summer autumn winter spring</p> <p>weather hot cold <i>desert (vaguely; i.e. more detail at Y3)</i> <i>rain gauge, wind sock, wind vane</i></p>	<p>vegetation seasonal daily (<i>weekly monthly etc</i>) <i>fortnight</i> <i>January February (etc)</i></p> <p><i>island peninsula</i></p> <p>poles equator <i>temperature thermometer</i></p> <p>habitat, life cycle, food chain, food web</p>	<p>rivers mountains, natural resources, characteristic</p> <p>climate zones, vegetation belts (<i>forest, grassland, tundra, desert, ice sheet</i>) climate soil <i>tropical temperate</i></p> <p>igneous metamorphic sedimentary pressure heat crystals fossil organic</p>	<p>volcano earthquake epicentre zenith focus tectonic</p> <p>biome vegetation region dominant environmental anemometer barometer</p> <p>water cycle, precipitation evaporation condensation</p>	<p>topography erosion stock stack column cave cliff wave</p> <p>force friction gravity</p>	<p>adaptation evolution, survival of the fittest</p>