



St Nicholas CE Primary School

Upper Key Stage 2 Skills Progression Map

Subject: Geography

Bold Text: *National Curriculum (statutory and non-statutory)*; **Purple text:** *Cross-curricular National Curriculum links.*

<p>Year 5 Topics: Autumn: Map work Spring: Northern Hemisphere North America Summer: Human and physical - South America</p>	<p>Year 6 Topics: Autumn: Cartography – viewpoints of the world - History of Maps Spring: Southern Hemisphere - Japan Summer: Australia (inc Aborigines)</p>
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To be Taught	Year 5	Year 6
	GRAPHICACY SKILLS	
Keys and symbols	<ul style="list-style-type: none"> - Start to create complex keys using mathematical concepts eg size of symbol for quantity. 	<ul style="list-style-type: none"> - Explain how types of map give different perspectives / show prejudice (eg the Peters Projection). - Confidently use distribution/thematic maps to illustrate an idea or discussion.
Read maps	<ul style="list-style-type: none"> - Use maps and atlases, globes and digital/computer mapping to locate and describe features. - Use 6 figure grid references to build knowledge. - Relate differently-scaled maps to each other. - Explain ideas using a thematic map for reference. 	<ul style="list-style-type: none"> - N/A
Draw maps / plans	<ul style="list-style-type: none"> - Start to draw thematic maps. - Create a map from Fieldwork measurements. - Scale by simple fractions (from Maths National Curriculum). 	<ul style="list-style-type: none"> - Design and draw distribution/thematic maps
Digital maps	<ul style="list-style-type: none"> - Use linear and area measuring tools. - Start to use digital maps (and selections from them) at different scales, to illustrate a point. 	<ul style="list-style-type: none"> - Use linear and area measuring tools accurately. - Use careful selections from digital maps to illustrate points verbally (eg with .ppt) or in written form (eg .pub, doc).
Charts and graphs (Maths NC)	<ul style="list-style-type: none"> - Complete and interpret tables, including timetables (from Maths National Curriculum) 	<ul style="list-style-type: none"> - Read, interpret and use pie charts and line graphs. - Calculate the mean.



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	- Calculate the mode and range.	
Use images	- Use digital technologies to alter photos/images and explain the impact (eg reliability).	Carefully select images for a purpose (eg as evidence, or to show reliability).
FIELDWORK & PRACTICAL SKILLS		
Use a compass	- Convert between eight compass points and azimuth bearings. - Draw angles up to 360° (from Maths National Curriculum).	Show awareness of the 16-point compass rose, and compass quadrant bearings.
Observe/measure	- Estimate length, distance, mass, capacity, angle; start to estimate temperature and area. - Measure angle to the nearest degree. - Use approximate equivalences between metric and imperial (from Maths National Curriculum). - Calculate area, start to understand volume (from Maths National Curriculum).	- Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature. - Fluency with converting units, including between metric and imperial from Maths National Curriculum). - Calculate area, start to understand volume (from Maths National Curriculum).
Locate	- N/A	- N/A
Record	- Start to group observations and collected data while in the field, into complex tables, diagrams and flow charts.	Group and redraft observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs. Make calculations in the field eg mean averages.
ACADEMIC SKILLS		
Ask questions	- Ask and answer geographically valid questions (eg about significance, relevance, reliability, perspective).	- Regularly ask and answer perceptive questions in geographically valid ways.
Discern relevance	Explain the usefulness, reliability and relevance of information.	- Thoughtfully organise information by relevance, and politely critique others.
Use sources (from History National Curriculum)	- Begin to explain how Geographical 'facts' are often interpreted to support opinions (from History National Curriculum).	- Start to understand the idea of 'tertiary' sources data. - Explain and critique the way geographical 'facts' are used and interpreted to support opinions.
Present information	Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital	Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:



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	<p>presentations:</p> <ul style="list-style-type: none"> - for isolated datasets - in longer and coherently-structured pieces of work 	<ul style="list-style-type: none"> - for isolated datasets - in longer and coherently-structured pieces of work
Vocabulary		
For Skills & Fieldwork	<ul style="list-style-type: none"> - diagonal protractor, reflex angle, rotations symmetry (from Maths National Curriculum) 	<p>NNE ENE ESE etc (16 point compass rose isn't official at primary).</p> <p>radius, diameter, circumference, concentric, arc, intersecting, plane, cross-section (for Fieldwork descriptions, from Maths National Curriculum).</p>
For Location Knowledge	<ul style="list-style-type: none"> - latitude, longitude, equator, North & South hemisphere, Tropics of Cancer & Capricorn, Prime/ Greenwich Meridian. - Name and locate remaining countries and capitals of the Americas. 	<p>Name and locate countries/cities on other continents (Australasia, Oceania, Sahul, Zealandia) linked to WW2.</p>
For Place Knowledge	<ul style="list-style-type: none"> - Erosion 	<ul style="list-style-type: none"> - N/A
For Human Geography	<ul style="list-style-type: none"> - Distribution (of natural resources etc). - arrive, depart, statistics, timetable, line graph, bar, line chart, mode, range, maximum, minimum, outcome (from Maths National Curriculum). - million (from Maths National Curriculum - so that pupils understand more than in Year 3). 	<ul style="list-style-type: none"> - economy - zone/sphere of influence - demographic - recurring, quantities, scale, proportion, ratio (from Maths National Curriculum).
For Physical Geography	<ul style="list-style-type: none"> - topography, erosion, stock, stack, column, cave, cliff, wave, force, friction, gravity (from Science National Curriculum). 	<ul style="list-style-type: none"> - adaptation - evolution - survival of the fittest
Other relevant content from Maths National Curriculum	<ul style="list-style-type: none"> - percentage - prime, cancel (out), imperial (unit), inch, pound, pint (etc) - average, mode, range 	<ul style="list-style-type: none"> - appropriate - accuracy - determine - mean - common factor - common denominator



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		- four quadrants
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