



Progression of skills in Geography

Skills:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Geographical enquiry</p> <p>Investigate places and environments by asking and answering questions, making observations and using sources.</p>	<p>-Make observations and comments about their immediate environment.</p> <p>-Make observations when looking at images of the Earth as seen from outer space and talk about the colours on the surface. eg sea, land, clouds.</p> <p>-Make observations when looking at a globe.</p>	<p>Make simple observations about where things are (within school and the local area).</p> <p>Use information books and pictures as sources of information.</p>	<p>Children encouraged to ask simple geographical questions e.g. Where is it? What does it look like?</p> <p>Make simple comparisons between the features of different places.</p> <p>Use non-fiction books, maps, photographs and the internet as sources of information.</p>	<p>Begin to ask and initiate geographical questions.</p> <p>Begin to collect, record and analyse evidence.</p> <p>Use non-fiction books, atlases, photographs and the internet as sources of information.</p>	<p>Ask questions and offer their own ideas.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations and maps.</p> <p>Sources of information to extend to aerial photographs and satellite images.</p>	<p>Begin to suggest questions for investigating.</p> <p>Begin to use primary and secondary sources of evidence.</p> <p>Analyse evidence and draw conclusions (to include historical maps and maps of varying scales).</p>	<p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence.</p> <p>Investigate places with emphasis on larger scale; contrasting and distant places.</p> <p>Children to analyse, draw conclusions and identify patterns from fieldwork data.</p>
<p>Understanding direction and location</p> <p>Use appropriate geographical vocabulary when describing the location and characteristics of different places.</p>	<p>-Can talk about some of the features they have observed on their journey to school.</p> <p>-Make observations and comment on a contrasting environment.</p> <p>-Talk about special places they have visited/or are going to visit on holiday.</p>	<p>Follow directions (up, down, left and right, forward and backward).</p> <p>Identify the Equator, North Pole and South Pole.</p>	<p>Follow directions, including North, South, East and West.</p> <p>Use the terms 'local', 'national' and 'global' when describing a place.</p>	<p>Use four compass points to follow and give directions.</p> <p>Use letter and number coordinates to locate features on a map.</p> <p>Refer to topographical features when describing a place.</p> <p>Identify the Northern hemisphere and Southern Hemisphere.</p>	<p>Begin to use 8 compass points.</p> <p>Describe the topographical features of a place. (mountains, hills, valleys, lakes, oceans, rivers, cities, dams, and roads)</p> <p>Begin to locate a place using 4-figure coordinates on a grid.</p>	<p>Use 8 compass points well.</p> <p>Use a 4-figure grid reference to describe a place.</p> <p>Use 'longitude' and 'latitude' to describe a place.</p>	<p>Begin to locate a place using 6-figure coordinates on a grid.</p> <p>Accurately use a variety of reference points to describe a location.</p>
<p>Map knowledge</p>	<p>-Enjoys playing with small world construction, building on first hand</p>	<p>Learn names of places within and around the UK</p>	<p>Locate and name major features of UK on a map (London,</p>	<p>Identify points on a map.</p>	<p>Begin to identify significant places.</p>	<p>Identify significant places and environments.</p>	<p>Identify place relevant human and physical features,</p>

	<p>experiences. eg visiting places, walking by a river, etc</p> <p>-Name some countries and places they know or have visited.</p> <p>-Use vocabulary to name specific features on a map.</p> <p>-Look at an aerial view and comment on what they notice, recognising buildings, open spaces, roads and other simple features.</p>	(hometown, cities, and other countries within the UK).	hometown, River Thames).		Identify bordering countries, capital cities and human and physical features.		counties, countries, capitals, seas both now and over time.
Map work	<p>-Draw simple maps of their immediate environment.</p> <p>-Draw a simple map from an imaginary story and discuss features.</p> <p>-Consider shapes and positions of features when making their imaginary map.</p>	Draw around objects to make a plan.	<p>Draw a simple map from imagination, stories or knowledge.</p> <p>Give and follow directions for routes on a simple map.</p> <p>Create and use symbols in a key.</p>	<p>Begin to draw a map of a short route from knowledge.</p> <p>Describe features and routes on a map.</p> <p>Interpret symbols on a map.</p>	<p>Draw a map of a short route from knowledge or a journey.</p> <p>Begin to use OS symbols in a key.</p>	<p>Begin to draw a plan view map with some accuracy and detail.</p> <p>Use OS symbols in a key.</p> <p>Begin to use scale to measure distance.</p>	<p>Interpret symbols and numbers on a map.</p> <p>Use scale to measure distance.</p> <p>Describe features and routes on a map and compare them to photographs.</p>
Think critically Apply knowledge about current and contemporary issues in society and the environment.		Agree or disagree with given opinions on a local environmental issue and give simple reasons.	Provide reasons to support opinions on local environmental issues.	Start to understand differing views on local issues.	Consider other opinions on environmental issues and suggest why other people may have these opinions.	Have an awareness of current issues, both social and environmental. Understand differing views and justify opinions.	Express own views about local, national and global issues. Use research and knowledge to justify opinions.
Fieldwork	<p>Engage in wellie walks around the school grounds.</p> <p>Make simple observations.</p>	<p>Questions and enquiry encouraged and led by teacher.</p> <p>Make sketches and take photographs to record features.</p> <p>Children to engage in group work with an adult.</p>		<p>Teacher led question and child led conclusion. Conclusions explained and evidenced to compare places.</p> <p>Observations made to spot patterns and measurements and recordings using a simple tally.</p>		<p>Child led question, enquiry and conclusion.</p> <p>Observations, measurements and recordings of primary and secondary data.</p> <p>Findings presented in a range of maps and graphs including use of paper and digital technologies, explained, evidenced and evaluated conclusion to compare places.</p>	

		Simple observations to use as evidence to reach a simple conclusion.	Technology used such as cameras, measuring equipment and apps. Findings presented as sketch maps, plans, graphs or using digital technologies.	
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