



## Geography: Progression of skills

**Intent: Our wider curriculum enables each child to be a curious, enthusiastic and confident learner for life and an active and caring member of our school family and wider society.**

Progression in Geography Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical language</b>	<p>Explains own knowledge and understanding, and asks appropriate questions of others. Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two channelled attention – can listen and do for short span. Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion. uses talk to organise, sequence and Clarify thinking, ideas, feelings and events.</p>	<p>geographical language to describe feature or location e.g. hill/local/a road/coastline/ woods</p>	<p>geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland</p>	<p>to describe route and direction –8 compass points E.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/ plain /location/ industry/ transport</p>	<p>to describe route and direction linking n/s/e/w with degrees on the compass ·link words to topic/theme e.g. contour/height/ valley</p> <p>use vocabulary such as Longitude and Latitude, Tropics Of Cancer And Capricorn, Arctic and Antarctic Circles, Northern and Southern Hemisphere</p>	<p>·to describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river – erosion/ deposits/ transportation: coasts – long shore drift/ headland</p>	<p>·describe route, direction, location ·16 points on compass to degrees on compass ·link words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/</p>

<b>Enquiry (builds on questions from previous years)</b>	<p>comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. shows care and concern for living things and the environment. looks closely at similarities, differences, patterns and change</p>	<p>ask geographical questions e.g. what is it like to live in this place? use a range of sources to find out characteristic features of the past</p>	<p>ask geographical questions –where is this place? what is it like? how has it changed? drama – develop empathy</p>	<p>ask geographical questions: where is this location? what do you think about it? identify reasons for and results of people’s actions</p>	<p>ask questions – what is this landscape like? what will it be like in the future? offer a reasonable explanation for some events</p>	<p>ask questions: what is this landscape like? how has it changed? what made it change? how is it changing?</p>	<p>ask questions: what is this landscape like? how is it changing? what patterns can you see/ how has the pattern changed?</p>
		<p>express own views about a place, people, environment</p>	<p>express own views about a place, people, environment, location. give detailed reasons to support own likes, dislikes, preferences</p>	<p>analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population</p>	<p>analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps</p>	<p>analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life</p>	<p>analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. look at patterns and explain</p>
		<p>recognise how places have become the way they are e.g. shops (patterns and processes)</p>	<p>recognise how places have become the way they are e.g. shops (patterns and processes)</p>	<p>identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling</p>	<p>identify and explain different views of people including themselves</p>	<p>identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject</p>	<p>identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views</p>

<b>Enquiry (builds on questions from previous years)</b>		observe and record e.g. identify buildings on a street – memory maps	observe and record in different ways eg. sketches, diagrams, ict	collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (elearning, atlases)	collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns	collect and record evidence. conduct a land use survey categorise codes	collect and record evidence record measurement of river width/ depth/ velocity
		communicate in different ways e.g. pictures/ pictograms simple maps/sketches/ labelled diagrams	communicate in different ways – pictures, writing, charts	communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper	communicate in ways appropriate to task and audience	communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new	communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school
<b>Fieldwork: where, why? Use fieldwork techniques</b>	orders and sequences familiar events.	use simple field sketches use a camera study aerial photographs of the school  observe and record e.g. draw pictures of the weather at different times of the year or keep	use simple field sketches and diagrams, use a camera  study aerial photographs of the local area	use more detailed field sketches and diagrams  plot and record data on a graph  present findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.  critically study photographs – do	make field notes/observational notes about land features.  visit a river, locate and explain the features.  choose effective recording and presentation methods e.g. tables to collect data.	field sketches should show understanding of pattern/ movement/ change  take photographs to support findings  classify buildings and natural features.	field sketches should show understanding of pattern/ movement/ change collate the data collected and record it using data handling software to produce graphs and charts of the results.

		<p>a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>observe and record information about the school</p>		<p>they think these were taken close to the equator or further away.</p>	<p>draw conclusions from the data.</p>	<p>present data in an appropriate way using keys to make data clear.</p> <p>compare and evaluate usefulness of maps.</p>	<p>report on the effects of environmental change on themselves and others.</p> <p>look at maps on different scales and calculate scales on own maps.</p>
<b>Map and Atlas Work</b>	<p>knows that information can be retrieved from books and computers</p>	<p>make simple maps and plans explore maps of the local area</p>	<p>compare two settlements use globes, maps, plans at a range of scales use content/index to locate country/draw information from a map</p>	<p>draw maps more accurately plan view (from above) use key accurately use content/index to locate page quickly and accurately (ict)</p>	<p>draw accurate map –develop more complex key use content/index to locate position of location including page/coordinates</p>	<p>draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.</p>	<p>locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features</p>