

PROGRESSION IN GEOGRAPHY SKILLS

	Key Stage 1 Years 1 and 2	Lower Key Stage 2 Years 3 and 4	Upper Key Stage 2 Years 5 and 6
Locational and Place Knowledge	<p>Use maps and globes to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Locate the continents on a map.</p> <p>Locate countries of the UK and surrounding seas.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p>Study pictures/clips of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different from where I live?</p> <p>Share own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different to the UK.</p>	<p>Build on prior knowledge of UK regions by using maps to locate cities and counties.</p> <p>Locate countries and cities of Europe.</p> <p>Study maps to identify the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</p> <p>Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p> <p>Study pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm).</p> <p>Make judgements about where the pictures are taken and give reasons e.g. a mountain top may be in France because there is a large mountain range there.</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy) i.e. Barcelona's Sagrada Familia/Eiffel Tower in Paris generates a lot of revenue through tourism.</p> <p>Relate to UK landmarks.</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</p> <p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and another country. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p> <p>Identify the main trade and economy in another country and compare it to regions of the UK.</p> <p>Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?</p> <p>Look at evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</p>	<p>Use maps to locate countries and cities of North and South America.</p> <p>Identify the different hemispheres on a map.</p> <p>Locate different countries/continents in the Northern and Southern hemispheres.</p> <p>Raise questions about the different hemispheres using appropriate geographical language.</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Identify the countries and climates that surround these lines and discuss what they have in common.</p> <p>Use maps to compare and contrast differences between the UK and other countries' climates, agriculture and tourism.</p>
Human and Physical Geography	<p>Use basic geographical vocabulary to refer to key physical features including: beach, forest, mountain, sea, river, season: weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house and shop.</p> <p>Be able to verbalise and write about similarities and differences between the features of two localities.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Express opinions about the seasons and link the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p>	<p>Locate places in the world where volcanoes occur.</p> <p>Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use the correct vocabulary.</p> <p>Study how land in the local area was used during the historical periods studied – The Romans. Look at land use in the same area today and consider how and why this has changed</p> <p>Identify trade links around the world based on chocolate.</p>	<p>Discuss the consequences of humans around the world.</p> <p>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</p> <p>Describe and understand key aspects of Rainforests - temperate, tropical and boreal.</p> <p>Use the language of rivers e.g. erosion, deposition, transportation.</p> <p>Explain and present the process of rivers and earthquakes. Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements.</p> <p>Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</p>
Fieldwork	<p>Study maps and aerial photographs.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>Observe and record the features around the school e.g. the different types of plants, the animals and minibeasts seen in Forest School compared to those seen on the road, the different amounts of traffic by Castlepoint compared to the Jewell road.</p> <p>Undertake weather surveys e.g. - where the sun shines (north, south, west), recording changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school.</p> <p>Children make sketches/notes of their trip to school and then create a map to direct others which uses a key and includes the main physical and human features.</p>	<p>Create maps e.g. - Plan a tour of the school, which includes an aerial map/ plan of the school and the main geographical features you would see identified, with a key.</p> <p>Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement.</p> <p>Choose effective recording and presentation methods e.g. tables to collect data.</p> <p>Present data in an appropriate way using keys to make data clear.</p> <p>Draw conclusions from the data.</p>	<p>Make field notes/observational notes about land features.</p> <p>Visit a river/hill/coast, locate and explain the features.</p> <p>Undertake a survey in the local area or on a visit – drawing comparisons.</p> <p>Take photographs to support findings.</p> <p>Collate the data collected and record it using data handling software to produce graphs and charts of the results.</p>
Cartographical Skills	<p>EYFS:</p> <p>Recognise a globe and map of the world.</p> <p>Use symbol representation - draw a simple map using imagination or knowledge of a specific place, e.g. playground or bedroom. Use basic prepositional/directional language; for simple route planning e.g. up, down, right, left, under and around.</p> <p>Year 1:</p> <p>Basic keys, Construct a pictorial map.</p> <p>Use observations to form simple maps.</p> <p>4-point compass directions - north, east, south, west.</p> <p>Year 2:</p> <p>OS keys - parking, campsite, church, public telephone, cycle route, forest, lighthouse, castle, viewpoint, train station;</p> <p>4-point compass directions - north, east, south, west; use and interpret aerial photographs;</p> <p>use an atlas to locate continents and oceans.</p>	<p>Year 3:</p> <p>Identify 8-point compass directions; OS map reading; use atlases and maps to locate countries, counties and major cities.</p> <p>Year 4:</p> <p>Understand and use 4-figure grid references; use of scales on maps; using OS symbols - nature reserve, coniferous trees, non coniferous trees, building of historic interest, leisure/sports centre, post office, public convenience, picnic site, level crossing and maps to construct routes.</p>	<p>Year 5:</p> <p>Understand and use 6-figure grid references; time zones; elevation on OS maps; use of digital mapping software.</p> <p>Year 6:</p> <p>Use a variety of geographical tools to investigate a case study.</p>