

Geography Skills Progression

EYFS Understanding the World – The Natural World

3 and 4 year olds: Use all their senses in hands on exploration of natural materials. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and living things. Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.

Reception: Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Skills progression: Pupils comment on what they have seen/discovered in the world; they identify basic locations of places they have been which are related to a map of the United Kingdom or the wider world. Geographically we discuss what is around these places – land, sea, rivers. Through teaching of our topic *Let's Celebrate*, we look at the wider world on a globe/world map and discuss different countries and their cultures. We focus on India when we learn about the celebration Diwali. We have supporting materials in Child Initiated such as world map puzzles and children's atlas'. We discuss modes of transport and how we could get to certain places. Through our topics *If you go down to the woods* and *Storyland*, we look at our local environment and contrast it with other environments. We do basic fieldwork and data gathering when exploring our topic Mini-beasts. We use basic bar graphs and tally charts in mathematics to display our findings. We also draw basic maps of our outdoor area identifying mini-beast hot spot areas.

National Curriculum Aim		Y1	Y2	Y3	Y4	Y5	Y6
Locational Knowledge	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine...	I can name and locate the four countries of the UK and their capital cities.	I can name and locate the world's seven continents and five oceans.	I can name and locate counties and cities of the UK. I can name and locate countries in Europe concentrating on their key physical and human features.	I can use maps to name and locate countries in North America concentrating on their key physical and human characteristics.	I can name and locate counties of the UK concentrating on their key physical and human characteristics. I can raise questions about the different hemispheres and make predictions about how life might be different I can identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic circle. I can identify the position and significance of the Greenwich Meridian and accurately use world time zones	I can use a range of geographical sources to give detailed descriptions of the local area. I can name and locate countries of the world and their identifying human and physical characteristics. I understand how some of these features have changed over time.
	Defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time	I can identify seasonal and daily weather patterns in the UK. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features: beach, cliff, coast, sea, ocean, season and weather. Human features: city, town port, harbour 	I can locate hot and cold areas of the world in relation to the equator and the North/South poles. I can describe geographical similarities and differences between the UK and another non-European country.	I can compare geographical similarities and differences of two European places through the study of human and physical geography. I can describe climate zones. I can describe and show an understanding of volcanoes and earthquakes I can answer questions about types of settlement, land use and distribution of natural resources for the areas studied.	I can compare geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in North America. I understand how these features have changed over time. I understand and can discuss the effect water has on landscapes, people and the environment.	I can compare and contrast different regions based on their human and physical features. I recognise how people can improve or damage the environment.	I can compare land uses, economic activity and distribution of natural resources in South America and our local area. I understand how decisions about places and environments affect the quality, and future quality, of people's lives.

Geographical Skills	Fieldwork	Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes	<p>I can answer basic geographical questions.</p> <p>I can ask a familiar person prepared questions.</p> <p>I can use everyday language to describe features (i.e. bigger, smaller).</p>	<p>I can ask and answer basic geographical questions.</p> <p>I can take photographs to help with recording features of the local area.</p>	I can ask geographical questions and use fieldwork to find the answer.	<p>I can collect data and present my findings mathematically.</p> <p>I can annotate a sketch with descriptive and explanatory labels.</p>	<p>I can suggest questions for investigating.</p> <p>I can make a judgement about the best viewpoint when taking photographs.</p>	<p>I can plan, prepare and carry out my own investigation.</p> <p>I can choose resources and ways to present findings.</p> <p>I can collect and present data using a range of measuring instruments.</p>
	Map Work	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	<p>I can use a simple map to move around the school</p> <p>On a map of the UK, I can name and locate major features.</p> <p>I can use directional language (i.e. near, far, up, down, left, right) to describe features on a map.</p> <p>I can draw basic maps, including appropriate symbols and pictures to represent places or features.</p>	<p>I can locate the seven continents and five oceans on a world map and globe.</p> <p>I can use an Infant Atlas to locate places.</p> <p>I can use four points of the compass.</p>	<p>I can use a Junior Atlas to locate places.</p> <p>I can understand and locate boundaries of counties and countries.</p> <p>I can make a map of a short route.</p>	<p>I can use the 8 points of a compass</p> <p>I can use letter and number coordinates.</p> <p>I can use satellite images and a variety of maps.</p>	<p>I can compare satellite images, aerial photographs and maps</p> <p>I can select a map appropriate for a purpose</p> <p>I can use an OS map to plan a short route.</p> <p>I can measure distances using maps.</p> <p>I can use 4 figure grid references.</p>	<p>I can use an OS map to plan contrasting routes.</p> <p>I can draw a variety of thematic maps based on my own data.</p> <p>I can compare satellite images, aerial photographs and maps covering a period of time.</p> <p>I can confidently identify significant places and environments</p> <p>I can use 6 figure grid references.</p> <p>I can select a map appropriate for a purpose</p>
	Communication	Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	I can add labels to a photograph of features.	I can add labels onto a map or photograph of features.	I can present information using a range of writing genres.	<p>I can present information using different English techniques and data using ICT.</p> <p>I can express my own view about topic covered.</p>	<p>I can present information using a range of methods.</p> <p>I can identify and explain different views of people including myself.</p>	<p>I can communicate a route to school.</p> <p>I can choose ways to communicate data.</p> <p>I understand different peoples' views on geographical issues including the reasons influencing their views.</p>