

Geography Progression of Skills – Saint Marys CVA Glossop

Early Years Foundation Stage		
<p>Understanding the World: <u>People and Communities</u></p> <ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. <p><u>The World</u></p> <ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. To look closely at similarities, differences, patterns and change. To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment. 		
Year 1/2	Years 3/4	Year 5/6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	

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	physical features of its surrounding environment					
	Year 1/2		Years 3/4		Year 5/6	
Geographical Skills and Fieldwork	<p>For instance: Gather information Use basic observational skills Carry out a small survey of the local area/school Draw simple features Ask and respond to basic geographical questions Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey Sketching Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features Audio/Visual Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen</p>		<p>For instance: Gather information Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips Use a database to present findings Use appropriate terminology Sketching Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction Audio/Visual Select views to photograph Add titles and labels giving date and location information Consider how photo's provide useful evidence use a camera independently Locate position of a photo on a map</p>		<p>For instance: Gather information Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements Sketching Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns Audio/Visual Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Use photographic evidence in their investigations Evaluate the usefulness of the images</p>	
	Year 1/2		Year 3/4		Year 5/6	
Geographical Skills and Fieldwork	<p>For instance: Using maps Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like,</p>	<p>For instance: Using maps Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial</p>	<p>For instance: Using maps Follow a route on a map with some accuracy Locate places using a range of maps including OS &</p>	<p>For instance: Using maps Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on</p>	<p>For instance: Using maps Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other</p>	<p>For instance: Using maps Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find</p>

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	<p>dislike</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>Map knowledge</p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p>Making maps</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>Use photographs and maps to identify features</p>	<p>photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Map knowledge</p> <p>Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p>Making maps</p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use and construct basic symbols in a key</p>	<p>digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p>Map knowledge</p> <p>Locate the UK on a variety of different scale maps</p> <p>Name & locate the counties and cities of the UK</p> <p>Making maps</p> <p>Try to make a map of a short route experiences, with features in current order</p> <p>Create a simple scale drawing</p> <p>Use standard symbols, and understand the importance of a key</p>	<p>an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p>Map knowledge</p> <p>Locate Europe on a large scale map or globe,</p> <p>Name and locate countries in Europe (including Russia) and their capitals</p> <p>cities</p> <p>Making maps</p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>Draw a sketch map from a high viewpoint</p>	<p>information (e.g. temperature)</p> <p>Find and recognise places on maps of different scales</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p>Map knowledge</p> <p>Locate the world's countries, focus on North & South America</p> <p>Identify the position and significance of lines of longitude & latitude</p> <p>Making maps</p> <p>Draw a variety of thematic maps based on their own data</p> <p>Draw a sketch map using symbols and a key,</p> <p>Use and recognise OS map symbols regularly</p>	<p>out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps</p> <p>Map knowledge</p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p>Making maps</p> <p>Draw plans of increasing complexity</p> <p>Begin to use and recognise atlas symbols</p>
	Year 1/2	Year 3/4	Year 5/6			
Locational	Pupils should be	Pupils should be taught to:				

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Knowledge	<p>taught to:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) 	
	Year 1/2	Year 3/4	Year 5/6
Place Knowledge	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	
Human and Physical Geography	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	

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	<p>and cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none">• use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>key human features, incl: city, town, village, factory, farm, house, office, port, harbour, shop</p>	
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