

The Federation of Cowick & Pollington-Balne Progression of Skills : Geography

Geographical skills and fieldwork.	EYFS	EYFS	KS1	KS1	LKS2	LKS2	UKS2	UKS2
	Gather Information							
	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	- Use basic observational skills - Carry out a small survey of the local area/school - Draw simple features - Respond to basic geographical questions - Ask a familiar person prepared questions - Use a pro-forma to collect data e.g. tally survey	- Use basic observational skills - Carry out a small survey of the local area/school - Ask and respond to basic geographical questions - Ask a familiar person prepared questions (created independently)	- Ask geographical questions - Use a simple database to present findings from fieldwork - Record findings from fieldtrips - Use appropriate terminology	- Ask geographical questions - Record findings from fieldtrips - Use a database to present findings - Use appropriate terminology	- Select appropriate methods for data collection such as interviews, - Use graphs to display data collected	- 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								
			- Create plans and raw simple features in their familiar environment - Add labels onto a sketch map, map or photograph of features	- Create plans and raw simple features in their familiar environment - Add labels onto a sketch map, map or photograph of features	Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction	Draw an annotated sketch from observation including explanatory labels and indicating direction	- Evaluate their sketch against set criteria and improve it - Use sketches as evidence in an investigation. select field sketching from a variety of techniques	- 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

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								geographical processes and patterns
	Audio / visual							
	Beginning to understand that a photograph can capture a moment in time.	Understands what a photograph is used for	Recognise a photo as a record of what has been seen or heard	Recognise a photo or a video as a record of what has been seen or heard	- 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	- 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, satellite, atlas and OS maps	- Make a judgement about the best angle or viewpoint when taking an image or completing a sketch - Use photographic evidence in their investigations	- 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
	Using maps							
Geographical skills and map work	- Can recognise own environment - Starting to notice similarities and differences	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences	- Use a simple picture map to move around the school - Use relative vocabulary such as bigger, smaller, like, dislike - Use directional language such as near	- Follow a route on a map - Use simple compass directions (North, South, East, West) - Use aerial photographs and plan perspectives to recognise landmarks	- Follow a route on a map with some accuracy - Locate places using a range of maps including OS & digital - Begin to match boundaries (e.g. find same boundary of a	- Follow a route on a large scale map - Locate places on a range of maps (variety of scales) - Identify features on an aerial photograph, digital or computer map	- Compare maps with aerial photographs - Select a map for a specific purpose - Begin to use atlases to find out other information (e.g. temperature) - Find and recognise	- Follow a short route on a OS map - Describe the features shown on an OS map - Use atlases to find out data about other places - Use 8 figure compass and 6 figure grid

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	between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	and far, up and down, left and right, forwards and backwards	and basic human and physical features	- country on different scale maps) - Use 4 figure compasses, and letter/number co-ordinates to identify features on a map	Begin to use 8 figure compass and four figure grid references to identify features on a map	places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references.	reference accurately Use lines of longitude and latitude on maps
Map knowledge							
- Beginning to describe the immediate environment - Beginning to explain where they live.	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	- Use world maps to identify the UK in its position in the world. - Use maps to locate the four countries and capital cities of UK and its surrounding seas	- Locate and name on a world map and globe the seven continents and five oceans - Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles	- Locate the UK on a variety of different scale maps - Name & locate the counties and cities of the UK	- Locate Europe on a large scale map or globe, - Name and locate countries in Europe (including Russia) and their capitals cities	- Locate the world's countries, focus on North & South America - Identify the position and significance of lines of longitude & latitude	Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages
Making Maps							

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		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) - Use and construct basic symbols in a key	- Try to make a map of a short route experiences, with features in current order - Create a simple scale drawings - Use standard symbols, and understand the importance of a key	- Recognise and use OS map symbols, including completion of a key and understanding why it is important - Draw a sketch map from a high viewpoint	- Draw a variety of thematic maps based on their own data - Draw a sketch map using symbols and a key, - Use and recognise OS map symbols regularly	- Draw plans of increasing complexity - Begin to use and recognise atlas symbols

Locational Knowledge								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when	- Locate countries making up the British Isles - Locate capital cities in the UK - Name the main rivers which run through the UK	- 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	- locate the world's countries, using maps to focus on Europe (including the location of Russia) key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and	- locate the world's countries, using maps to focus on Europe (including the location of Russia) 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	- locate the world's countries, using maps to focus on Europe 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, geographical regions and their identifying human and	- locate the world's countries, using maps to focus on Europe 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, geographical regions and their identifying human and

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		appropriate) maps. • 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.			their identifying human and physical characteristics , key topographical features (including hills, mountains, coasts and rivers), • identify the position and significance of the equator	characteristics, key topographical features (including hills, mountains, coasts and rivers), • identify the position and significance of the equator	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)	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)
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	To know and talk about buildings in their local environment	Begin to know where they live and talk about their local environment.	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	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	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	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	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 and South America	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 and South America
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	To talk about people in the community	Talks about the features of their own immediate environment	Identify seasonal and daily weather patterns in the United Kingdom use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, river, soil, season and weather key human features, inc. city, town, village, farm, house, shop	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and the water cycle; human geography, including: types of settlement and land use.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and the water cycle; human geography, including: types of settlement and land use.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, volcanoes, earthquakes and the water cycle in the context of the water cycle; human geography, including: types of settlement and land use, economic activity including trade links.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, volcanoes, earthquakes in the context of 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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				season and weather key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop				
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