

HIPPINGS METHODIST PRIMARY Skills Progression in Geography.



EYFS

Development Matters

Children in Reception will be learning to:

- * 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 from the one in which they live.
- * Understand the effect of changing seasons on the natural world around them.

ELG:

- * 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.
- * 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.

Mapping

Key Stage 1

Lower Key Stage 2

Upper Key Stage 2

- ♣ Use a range of maps and globes (including picture maps) at different scales.
- ♣ Use vocabulary such as bigger/smaller, near/far.
- ♣ Know that maps give information about places in the world (where/what?).
- ♣ Locate land and sea on maps.
- ♣ Use large scale maps and aerial photos of the school and local area.
- ♣ Recognise simple features on maps e.g. buildings, roads and fields.
- ♣ Follow a route on a map starting with a picture map of the school.
- ♣ Recognise that maps need titles.
- ♣ Recognise landmarks and basic human features on aerial photos.
- ♣ Know which direction is North on an OS map.

- ♣ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- ♣ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- ♣ Use maps at more than one scale.
- ♣ Recognise that larger scale maps cover less area.
- ♣ Make and use simple route maps.
- ♣ Recognise patterns on maps and begin to explain what they show.
- ♣ Use the index and contents page of atlases.
- ♣ Label maps with titles to show their purpose
- ♣ Recognise that contours show height and slope.
- ♣ Use 4 figure coordinates to locate features on maps.
- ♣ Create maps of small areas with features in the correct place.
- ♣ Use plan views.

- ♣ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- ♣ Relate different maps to each other and to aerial photos.
- ♣ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.
- ♣ Choose the most appropriate map/globe for a specific purpose.
- ♣ Follow routes on maps describing what can be seen.
- ♣ Interpret and use thematic maps.
- ♣ Understand that purpose, scale, symbols and style are related.
- ♣ Recognise different map projections.
- ♣ Identify, describe and interpret relief features on OS maps.
- ♣ Use six figure coordinates.

<ul style="list-style-type: none"> ♣ Draw a simple map e.g. of a garden, route map, place in a story. ♣ Use and construct basic symbols in a map key. ♣ Know that symbols mean something on maps. ♣ Find a given OS symbol on a map with support ♣ Begin to realise why maps need a key. ♣ Look down on objects and make a plan e.g. of the classroom or playground. 	<ul style="list-style-type: none"> ♣ Recognise some standard OS symbols. ♣ Link features on maps to photos and aerial views. ♣ Make a simple scaled drawing e.g. of the classroom. ♣ Use a scale bar to calculate some distances ♣ Relate measurement on large scale maps to measurements outside 	<ul style="list-style-type: none"> ♣ Use latitude/longitude in a globe or atlas. ♣ Create sketch maps using symbols and a key. ♣ Use a wider range of OS symbols including 1:50K symbols. ♣ Know that different scale OS maps use some different symbols. ♣ Use models and maps to discuss land shape i.e. contours and slopes. ♣ Use the scale bar on maps. ♣ Read and compare map scales. ♣ Draw measured plans.
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Fieldwork

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> ♣ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ♣ Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather, seasons, vegetation, buildings etc. ♣ Use simple compass directions (NSEW). ♣ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. ♣ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> ♣ Use the eight points of a compass. ♣ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ♣ Make links between features observed in the environment to those on maps and aerial photos 	<ul style="list-style-type: none"> ♣ Use eight cardinal points to give directions and instructions. ♣ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ♣ Interpret data collected and present the information in a variety of ways including charts and graphs.

Enquiry and Investigation

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> ♣ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ♣ Investigate through observation and description. ♣ Recognise differences between their own and others' lives. 	<ul style="list-style-type: none"> ♣ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes ♣ Make comparisons with their own lives and their own situation. ♣ Show increasing empathy and describe similarities as well as differences. 	<ul style="list-style-type: none"> ♣ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ♣ Make predictions and test simple hypotheses about people and places

Communication

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> ♣ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ♣ Notice and describe patterns. ♣ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ♣ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) ♣ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. ♣ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 	<ul style="list-style-type: none"> ♣ Identify and describe geographical features, processes (changes), and patterns. ♣ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ♣ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ♣ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. 	<ul style="list-style-type: none"> ♣ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ♣ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ♣ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ♣ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

Use of ICT/Technology

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> ♣ Use simple electronic globes/maps. ♣ Do simple searches within specific geographic software. ♣ Use a postcode to find a place on a digital map. ♣ Add simple labels to a digital map. ♣ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ♣ Use programmable toys or sprites to move around a course/screen following simple directional instructions. ♣ Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather/seasons, vegetation, buildings etc. ♣ Describe and label electronic images produced. 	<ul style="list-style-type: none"> ♣ Use the zoom facility on digital maps to locate places at different scales. ♣ Add a range of text and annotations to digital maps to explain features and places. ♣ View a range of satellite images ♣ Add photos to digital maps. ♣ Draw and follow routes on digital maps. ♣ Use presentation/multimedia software to record and explain geographical features and processes. ♣ Use spreadsheets, tables and charts to collect and display geographical data. ♣ Make use of geography in the news – online reports & websites. 	<ul style="list-style-type: none"> ♣ Use appropriate search facilities when locating places on digital/online maps and websites. ♣ Use wider range of labels and measuring tools on digital maps. ♣ Start to explain satellite imagery. ♣ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ♣ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. <ul style="list-style-type: none"> ♣ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ♣ Investigate electronic links with schools/children in other places e.g. email/video communication.

Locational and Place Knowledge

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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♣ Name and locate some places in their locality, the UK and wider world.	♣ Name and locate significant places in their locality, the UK and wider world.	♣ Name and locate a wider range of places in their locality, the UK and wider world.	♣ Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	♣ Name and locate an increasing range of places in the world including globally and topically significant features and events.	♣ Name and locate an extensive range of places in the world including globally and topically significant features and events.
Human and Physical Geography					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> ♣ Describe some places and features using basic geographical vocabulary. ♣ Express their views on some features of their environment e.g. what they do or do not like. 	<ul style="list-style-type: none"> ♣ Describe places and features using simple geographical vocabulary. ♣ Make observations about features that give places their character. 	<ul style="list-style-type: none"> ♣ Use geographical language to describe some aspects of human and physical features and patterns. ♣ Make observations about places and features that change over time. 	<ul style="list-style-type: none"> ♣ Use geographical language to identify and explain some aspects of human and physical features and patterns. ♣ Describe how features and places change and the links between people and environments. 	<ul style="list-style-type: none"> ♣ Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. ♣ Demonstrate understanding of how and why some features or places are similar or different and how and why they change. 	<ul style="list-style-type: none"> ♣ Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. ♣ Explain some links and interactions between people, places and environments.
Geography Skills: Enquiry and Investigation					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> ♣ Ask and answer simple geographical questions. ♣ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. 	<ul style="list-style-type: none"> ♣ Ask and answer simple geographical questions when investigating different places and environments. ♣ Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. 	<ul style="list-style-type: none"> ♣ Ask and answer more searching geographical questions when investigating different places and environments. ♣ Identify similarities, differences and patterns when comparing places and features. 	<ul style="list-style-type: none"> ♣ Ask and respond to more searching geographical questions including 'how?' and 'why?' ♣ Identify and describe similarities, differences and patterns when investigating different places, environments and people. 	<ul style="list-style-type: none"> ♣ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? ♣ Recognise geographical issues affecting people in different places and environments. 	<ul style="list-style-type: none"> ♣ Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? ♣ Make predictions and test simple hypotheses about people, places and geographical issues.

Geography Skills: Fieldwork

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> ♣ Observe and describe daily weather patterns. ♣ Use simple fieldwork and observational skills when studying the geography of their school and its grounds. 	<ul style="list-style-type: none"> ♣ Identify seasonal and daily weather patterns. ♣ Develop simple fieldwork and observational skills when studying the geography of their school and local environment. 	<ul style="list-style-type: none"> ♣ Observe, record, and name geographical features in their local environments. 	<ul style="list-style-type: none"> ♣ Observe, record, and explain physical and human features of the environment. 	<ul style="list-style-type: none"> ♣ Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. 	<ul style="list-style-type: none"> ♣ Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.

Geography Skills: Interpret a Range of Sources of Geographical Information

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> ♣ Use a range of sources such as simple maps, globes, atlases and images. ♣ Know that symbols mean something on maps. 	<ul style="list-style-type: none"> ♣ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. ♣ Use simple compass directions as well as locational and directional language when describing features and routes. 	<ul style="list-style-type: none"> ♣ Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. ♣ Use the eight compass points and recognise some Ordnance Survey symbols on maps. 	<ul style="list-style-type: none"> ♣ Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. ♣ Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. 	<ul style="list-style-type: none"> ♣ Use a range of maps and other sources of geographical information and select the most appropriate for a task. ♣ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. 	<ul style="list-style-type: none"> ♣ Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. ♣ Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.

Geography Skills: Communicate Geographical Information

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> ♣ Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. ♣ Draw, speak or write about simple geographical concepts 	<ul style="list-style-type: none"> ♣ Express views about the environment and can recognise how people sometimes affect the environment. ♣ Create their own simple maps and symbols. 	<ul style="list-style-type: none"> ♣ Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. ♣ Communicate geographical information 	<ul style="list-style-type: none"> ♣ Express their opinions on environmental issues and recognise that other people may think differently. ♣ Communicate geographical information through a range of 	<ul style="list-style-type: none"> ♣ Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. 	<ul style="list-style-type: none"> ♣ Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. ♣ Communicate geographical information

such as what they can see where		through a range of methods including the use of ICT	methods including digital maps, plans, graphs and presentations.	♣ Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.	using a wide range of methods including writing at increasing length.
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