

SKILLS PROGRESSION IN GEOGRAPHY AT THE FOUNDATION STAGE

EARLY LEARNING GOALS FOR UNDERSTANDING OF THE WORLD

THE WORLD

<p>Early Years Foundation Stage</p>	<ul style="list-style-type: none"> • Children talk about similarities and differences in relation to places. • Children talk about the features of their own immediate environment and how environments might vary from one to another.
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SKILLS PROGRESSION IN GEOGRAPHY AT KEY STAGE ONE

<p>NATIONAL CURRICULUM</p>	<p><u>Geographical Skills and Fieldwork</u></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 		
	<p>LOCATIONAL KNOWLEDGE</p>	<p>PLACE KNOWLEDGE</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY</p>
<p>YEAR ONE</p>	<p><u>Our Place in the UK</u></p> <ul style="list-style-type: none"> • I can use world maps to identify the UK and its seas. • I can use aerial photographs to recognise landmarks in the four countries of the UK and identify human and physical features. • I can devise a simple map. • I can describe location of features and routes on a map. • I can use simple compass directions and directional language to describe the school environment. <p><u>The Poles and the Bit in the Middle</u></p> <ul style="list-style-type: none"> • I can use world maps, globes and atlases to locate the equator is. • I can use world maps, globes and atlases to locate the south and north poles. • I can use relative vocabulary e.g. bigger/ smaller 	<p><u>Our Place in the UK</u></p> <p><u>The Poles and the Bit in the Middle</u></p> <ul style="list-style-type: none"> • I can use my observational skills to study the geography of the school and its grounds. • I can listen to an adult asking another child or adult about familiar environments. • I can draw simple features they observe in their familiar environment and add colour and texture to prepared sketches. • I can recognise a photo taken by a teacher as a record of what they have seen. • I can use everyday language to describe features. • I can use simple compass directions and directional language to describe the school environment. 	<p><u>Our Place in the UK</u></p> <p><u>The Poles and the Bit in the Middle</u></p> <ul style="list-style-type: none"> • I can answer teacher led questions. • I can respond to simple closed questions. • I can make observation of where things are in the immediate vicinity of the school. • I can give simple reasons for like and dislikes.

<p>YEAR TWO</p>	<p><u>What are the Continents and Oceans of the World?</u></p> <ul style="list-style-type: none"> • I can use world maps, atlases and globes to identify the continents and countries. • I can use the world maps, atlases and globes to identify the oceans. • I can use simple compass directions to describe the location of continents, countries and oceans. • I can use the four compass points to describe the location of features. <p><u>Where would you prefer to live, England or Kenya?</u></p> <ul style="list-style-type: none"> • I can use world maps, atlases and globes to locate Kenya, the continent it is in and the oceans that are close to it. • I can use aerial photographs to recognise landmarks in Kenya and basic human and physical features of Kenya e.g. its rivers. • I can follow a route on a map. • I can find land/sea on a globe. • I can use an infant atlas. 	<p><u>Where would you prefer to live, England or Kenya?</u></p> <ul style="list-style-type: none"> • I can use my observational skills to study the weather of England by looking at physical features such as the trees. • I can ask familiar people prepared questions. • I can draw outlined features of the local area and join labels to correct features. • I can use a camera with help to record what they have seen and label the photos. 	<p><u>What are the Continents and Oceans of the World?</u></p> <ul style="list-style-type: none"> • I can ask simple geographical questions when encouraged to e.g. what's it like? • I can answer questions with a mainly descriptive answer e.g. the beach is flat and yellow. • I can give detailed answer for likes and dislikes. Where would you prefer to live, England or Kenya? • I can ask simple geographical questions when encouraged to e.g. what's it like? • I can answer questions with a mainly descriptive answer e.g. the beach is flat and yellow. • I can make simple comparisons between features of different places. • I can give detailed answer for likes and dislikes.
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SKILLS PROGRESSION IN GEOGRAPHY AT LOWER KEY STAGE TWO			
NATIONAL CURRICULUM	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 		
	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY
YEAR THREE	<p><u>What Makes the Earth Angry?</u></p> <ul style="list-style-type: none"> • I can use maps and atlases to describe the features of Naples, San Francisco and Manchester. <p><u>Cracking Coasts</u></p> <ul style="list-style-type: none"> • I can use an Ordnance Survey map to identify human and physical features of a coastal area. • I can use maps / atlases to locate coasts around the UK. • I can make a map of a short route experienced with features. • I can use maps, atlases, globes and digital mapping to locate countries in Europe and their capitals/major cities. • I can use 4 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the UK and the wider world. • I can use a key and standard symbols. • I can begin to match boundaries e.g. boundaries of countries and counties. • I can use 4 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the UK and the wider world. 	<p><u>What Makes the Earth Angry?</u></p> <ul style="list-style-type: none"> • I can suggest questions to ask as part of an investigation and use appropriate geographical vocabulary. • I can suggest how photos provide useful evidence for their investigations. <p><u>Cracking Coasts</u></p> <ul style="list-style-type: none"> • I can use the eight points of a compass, symbols and key to build my knowledge of the United Kingdom and its features. • I can use fieldwork to observe, measure, record and present the physical features in the local area. • I can take photos to help record my findings and point out useful views to photograph. I can add titles and labels to photos giving date and location. • I can show confidence in speaking to unfamiliar people and record some of what I have found. 	<p><u>What Makes the Earth Angry?</u></p> <ul style="list-style-type: none"> • I can ask questions and offer my own ideas. • I can respond to open questions. • I can make observations about how people are improving or damaging the environment. • I can identify and explain different views of people including themselves. • I can ask questions and offer my own ideas. • I can respond to open questions. • I can make observations about how people are improving or damaging the environment. • I can identify and explain different views of people including myself. <p><u>Cracking Coasts</u></p> <ul style="list-style-type: none"> • I can begin to ask/ initiate geographical questions. • I can begin to respond to open questions e.g. where do you think the bird table should be located? • I can compare observations of the local area with the wider world. • I can begin to identify and explain different views of people including myself.
YEAR FOUR	<p><u>What Makes the UK Great?</u></p> <ul style="list-style-type: none"> • I can use maps and digital mapping to locate countries and their topographical features including rivers and mountains. 		<p><u>What Makes the UK Great?</u></p> <ul style="list-style-type: none"> • I can understand how land is used in the UK • I can explain what a mountain is. • I can talk about the highest mountain in the UK and the highest mountain in the North West.

	<ul style="list-style-type: none"> • I can sketch maps, plans and graphs of the local area (simple scale drawings). • I can use ordnance survey maps to locate topographical features of the UK. • I can use a key and standard symbols. <p><u>The Story of a River</u></p> <ul style="list-style-type: none"> • I can use maps, atlases, globes and digital mapping to locate rivers around the UK. • I can begin to recognise symbols on an OS map. • I can sketch a map from a high view point. 		<ul style="list-style-type: none"> • I can talk about the main rivers of the UK including the longest river and rivers in the North West region. <p><u>The Story of a River</u></p> <ul style="list-style-type: none"> • I can use fieldwork to observe, measure, record and present the human and physical features of an area related to rivers and canals. • I can suggest questions to ask as part of an investigation and use appropriate geographical vocabulary. • I can pick out the key lines and features in the field of a view finder and annotate sketches with descriptive and explanatory labels. • I can suggest how photos provide useful evidence for their investigations. • I can use instruments to read e.g. rain gauge / meter tape. • I can count and record different types at the same time using a tally. • I can organise results in a spreadsheet.
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SKILLS PROGRESSION IN GEOGRAPHY AT UPPER KEY STAGE TWO			
NATIONAL CURRICULUM	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 		
	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY
YEAR FIVE	<p><u>Manchester: A Tale of Two Cities</u></p> <ul style="list-style-type: none"> • I can use eight points of a compass to describe where countries are. • I can use 4 figure grid references to locate key features of an area. • I can use maps, atlases, globes and digital mapping to locate different areas and their features. • I can use an index and contents page within the atlas. • I can use medium scale land ranger OS maps. • I can recognise and find places on maps of difference scales. • I can draw a plan view map with some accuracy. <p><u>How can somewhere so rich in natural resources be so poor?</u></p> <ul style="list-style-type: none"> • I can use maps, atlases, globes and digital mapping to locate South America. • I can use maps, atlases, globes and digital mapping to locate Brazil and its features. • I can use an index and contents page within the atlas. • I can use medium scale land ranger OS maps. • I can recognise and find places on maps of difference scales. • I can use 8 compass points and use 4 figure grid references to locate features. 	<p><u>Manchester: A Tale of Two Cities</u></p> <ul style="list-style-type: none"> • I can use judgement about the best angle or viewpoint. • I can evaluate usefulness of their recordings and use them for the investigation. • I can prepare questions for an interview using appropriate language and ask questions that are responsive to the interviewee. • I can sketch and evaluate sketches against criteria and use them as evidence in an investigation. 	<p><u>Manchester: A Tale of Two Cities</u></p> <ul style="list-style-type: none"> • I can begin to suggest questions for investigating. • I can move from description to explanation e.g. why has the number of visitors declined? • I can make observations of patterns and processes. • I can identify and explain different views of a wide range of people including myself. How can somewhere so rich in natural resources be so poor? • I can begin to suggest questions for investigating. • I can move from description to explanation e.g. why has the number of visitors declined? • I can make observations of patterns and processes. • I can identify and explain different views of a wide range of people including myself.

<p>YEAR SIX</p>	<p><u>Why Should We Save Our Rainforests?</u></p> <ul style="list-style-type: none"> • I can use maps, atlases and globes to locate places and find out about features. • I can draw a variety of maps based on their own data. • I can use 8 compass points and four figure grid references. • I can begin to use 6 figure grid references including the use of latitude and longitude on atlas maps. • I can use/ recognise OS map symbols and use atlas symbols. <ul style="list-style-type: none"> • I can use a scale to measure distances. • I can draw a plan view map accurately. 	<p><u>Year 6 Fieldwork</u></p> <ul style="list-style-type: none"> • I can select interviewing as the appropriate method for collecting evidence. • I can decide an appropriate interviewee. • I can prepare and carry out interview and evaluate the quality of the evidence. • I can use a database to interrogate and amend information collected. 	<p><u>Why Should We Save Our Rainforests?</u></p> <ul style="list-style-type: none"> • I can initiate my own questions for investigation. • I can understand and respond to complex decisions e.g. why are they building a road through that rainforest. • I can make observations on how places, patterns and process are changing e.g. the impact of a new road. • I can give increased detail of views, giving detailed reasons influencing views and how they are justified.
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