



SKILLS PROGRESSION IN GEOGRAPHY AT THE FOUNDATION STAGE

EARLY LEARNING GOALS FOR UNDERSTANDING OF THE WORLD

THE WORLD

<p>Early Years Foundation Stage</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts and – when appropriate – maps.</p>
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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. 	<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.

	<ul style="list-style-type: none"> • I can use world maps, globes and atlases to locate the south and north poles. • I can use relative vocabulary e.g. bigger/ smaller 		
YEAR TWO	<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. <p><u>Where would you prefer to live, England or Kenya?</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 make simple comparisons between features of different places. • I can give detailed answer for likes and dislikes.

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>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>Life in Contrasting Locations – in the desert</u></p> <ul style="list-style-type: none"> • I can use maps and atlases to describe the features of the mentioned deserts. 	<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>Life in Contrasting Locations – in the desert</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>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.

<p>YEAR FOUR</p>	<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>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. • 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. 	<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>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>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. • 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.
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SKILLS PROGRESSION IN GEOGRAPHY AT UPPER KEY STAGE TWO

SKILLS PROGRESSION IN GEOGRAPHY AT UPPER KEY STAGE TWO			
NATIONAL CURRICULUM	<u>Geographical Skills and Fieldwork</u> <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	<u>Manchester: A Tale of Two Cities</u> <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. 	<u>Manchester: A Tale of Two Cities</u> <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. 	<u>Manchester: A Tale of Two Cities</u> <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.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can sketch and evaluate sketches against criteria and use them as evidence in an investigation. 	<ul style="list-style-type: none"> • 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.
YEAR SIX	<p><u>Why Should We Save Our Rainforests? & Climate change</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. • 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? & Climate change</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.