

Leamington Community Primary School

Progression of Skills - GEOGRAPHY

Early Learning Goals:

Birth – 11 months	8-20 months	16-26 months	22 – 36 months	30 – 50 months	40 – 60+ months
<p>Moves eyes, then head, to follow moving objects.</p> <p>Reacts with abrupt change when a face or object suddenly disappears from view.</p> <p>Looks around a room with interest; visually scans environment for novel, interesting objects and events.</p> <p>Smiles with pleasure at recognisable playthings.</p> <p>Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.</p>	<p>Closely observes what people and vehicles do.</p> <p>Watches toy being hidden and tries to find it.</p> <p>Looks for dropped objects.</p>	<p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</p> <p>Remembers where objects belong.</p>	<p>Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>Notices detailed features of objects in their environment.</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Shows care and concern for living things and the environment.</p> <p>Shows interest in different occupations and ways of life.</p>	<p>Looks closely at similarities, differences, patterns and change</p> <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry and fieldwork	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p>	<p>Begin to ask and initiate geographical questions</p> <p>Use books, stories, atlases, pictures/photos and internet as sources of information</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p>

	<p>e.g. within school or local area.</p> <p>Use simple fieldwork and observational skills to study the geography of a place and the key human and physical features of its surrounding environment.</p>	<p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Analyse evidence and begin to make conclusions e.g. make comparisons between two photos/pictures, temperatures in different locations.</p> <p>I can use fieldwork instruments e.g. camera, rain gauge.</p>	<p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Collect and record evidence unaided</p> <p>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.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>
Direction and Locational Knowledge	<p>Follow directions (Up, down, left/right, forwards/backwards)</p>	<p>Follow directions (as yr 1 and inc'. NSEW)</p>	<p>Use 4 compass points to follow/give directions</p> <p>Use letter/number co-ordinates to locate features on a map</p>	<p>Use 4 compass points well:</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.;</p> <p>Begin to use 8 compass points</p>	<p>Use 8 compass points;</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p>	<p>Use 8 compass points confidently and accurately;</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps</p>
Drawing maps	<p>Draw picture maps of imaginary places and from stories.</p>	<p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p>	<p>Try to make a map of a short route experienced, with features in correct order;</p> <p>Try to make a simple scale drawing.</p>	<p>Make a map of a short route experienced, with features in correct order;</p> <p>Make a simple scale drawing.</p>	<p>Begin to draw a variety of thematic maps based on their own data.</p>	<p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p>
Representation	<p>Use own symbols on imaginary map.</p>	<p>Begin to understand the need for a key.</p> <p>Use class agreed</p>	<p>Know why a key is needed</p> <p>Use standard symbols</p>	<p>Know why a key is needed.</p> <p>Begin to recognise</p>	<p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map</p>	<p>Use/recognise OS map symbols;</p> <p>Use atlas symbols.</p>

		symbols to make a simple key.		symbols on an OS map.	symbols.	
Using maps	Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Draw a sketch map using symbols and a key; Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Locate places on a world map.. Follow a short route on an OS map. Describe features shown on OS map Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale distance	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (e.g. find the same boundary of a country on different scale maps)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective	Draw around objects to make a plan	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point	Draw a sketch map from a high view point	Draw a plan view map with some accuracy.	Draw a plan view map accurately.
Map knowledge	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Begin to identify points on maps A, B and C.	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments
Style of map	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Use large scale OS maps Begin to use map sites on the internet Begin to use junior atlases Begin to identify features on aerial/oblique photographs	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs	Use index and contents page within atlases. Measure straight line distance on a plan.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe

<p>Human and physical geography</p>	<p>Describe seasonal weather changes.</p>	<p>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.</p> <p>Use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>I can show I know the physical and human features of a locality</p> <p>I can explain about weather conditions/ patterns around the UK and parts of the world.</p>	<p>Describe human features of UK regions, cities and/ or countries.</p> <p>Understand the effect of landscape features on the development of a locality.</p> <p>Describe how people have been affected by changes in the environment.</p> <p>Explain about key natural resources e.g. water in the locality.</p>	<p>Understand about weather patterns around the World and relate these to climate zones.</p> <p>Understand how humans affect the environment.</p> <p>Explain about changes to the World environment.</p> <p>Understand why people seek to manage and sustain their environment</p>	<p>Describe and understand key aspects of human geography</p> <p>Identify human and physical features on a map</p>
<p>Vocabulary</p>	<p>Use and understand geographical language from the year 1 word list</p>	<p>Use and understand geographical vocabulary from the year 2 word list</p>	<p>Use and understand geographical vocabulary from the year 3 word list</p>	<p>Use and understand geographical vocabulary from the year 4 word list</p>	<p>Use and understand geographical vocabulary from the year 5 word list</p>	<p>Use and understand geographical vocabulary from the year 6 word list</p>