

Senacre Wood Primary- Geography Skills Progression

EYFS Areas of Study

Understanding the World – The World

30-50m: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.

40-60m: Looks closely at similarities, differences, patterns and change.

ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

- **Skills progression:** Pupils comment on what they have seen/discovered in the world; they identify basic locations of places they have been which are related to a map of the United Kingdom or the wider world. Geographically we discuss what is around these places – land, sea, rivers. Through teaching of our topic *Food and Celebrations*, we look at the wider world on a globe/world map and discuss different countries and their cultures. We generally focus on India and learn about the celebration Diwali. We have supporting materials in Child Initiated such as world map puzzles and children's atlas'. We discuss modes of transport and how we could get to certain places. Through our topic *Spring Growth* we look at our local environment and contrast it with other environments. We do basic fieldwork and data gathering when exploring our topic Mini-beasts. We use basic bar graphs and tally charts in mathematics to display our findings. We also draw basic maps of our outdoor area identifying mini-beast hot spot areas.

National Curriculum Aim		Y1	Y2	Y3	Y4	Y5	Y6	
Geographical Skills	Fieldwork	collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes	I can answer basic geographical questions. I can ask a familiar person prepared questions. I can use everyday language to describe features (i.e. bigger, smaller).	I can ask and answer basic geographical questions. I can take photographs to help with recording features of the local area.	I can ask geographical questions and use fieldwork to find the answer.	I can collect data and present my findings mathematically. I can annotate a sketch with descriptive and explanatory labels.	I can suggest questions for investigating. I can make a judgement about the best viewpoint when taking photographs.	I can plan, prepare and carry out my own investigation. I can choose resources and ways to present findings. I can collect and present data using a range of measuring instruments.
		...including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time	I can identify seasonal and daily weather patterns in the UK. Use basic geographical vocabulary to refer to: Key physical Features: beach, cliff, coast, sea, ocean, season and weather. Human Features: city, town port, harbour	I can locate hot and cold areas of the world in relation to the equator and the North/South poles. I can describe geographical similarities and differences between the UK and another non-European country.	I can compare geographical similarities and differences of two European places through the study of human and physical geography. I can describe climate zones. I can describe and show an understanding of volcanoes and earthquakes I can answer questions about types of settlement, land use and distribution of natural resources for the areas studied.	I can compare geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in North America. I understand how these features have changed over time. I understand and can discuss the effect water has on landscapes, people and the environment.	I can compare and contrast different regions based on their human and physical features. I recognise how people can improve or damage the environment.	I can compare land uses, economic activity and distribution of natural resources in South America and our local area. I understand how decisions about places and environments affect the quality, and future quality, of people's lives.
Locational Knowledge		develop contextual knowledge of the location of globally significant places – both terrestrial and marine...	I can name and locate the four countries of the UK and their capital cities.	I can name and locate the world's seven continents and five oceans.	I can name and locate counties and cities of the UK. I can name and locate countries in Europe (including the location of Russia) concentrating on their key physical and human features.	I can use maps to name and locate countries in North America concentrating on their key physical and human characteristics.	I can name and locate counties of the UK concentrating on their key physical and human characteristics. I can raise questions about the different hemispheres and make predictions about how life might be different I can identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic circle. I can identify the position and significance of the Greenwich Meridian and accurately use world time zones	I can use a range of geographical sources to give detailed descriptions of the local area. I can name and locate countries of the world and their identifying human and physical characteristics. I understand how some of these features have changed over time.

Map Work	interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	<p>I can use a simple map to move around the school</p> <p>On a map of the UK, I can name and locate major features.</p> <p>I can use directional language (i.e. near, far, up, down, left, right) to describe features on a map.</p> <p>I can draw basic maps, including appropriate symbols and pictures to represent places or features.</p>	<p>I can locate the seven continents and five oceans on a world map and globe.</p> <p>I can use an Infant Atlas to locate places.</p> <p>I can use four points of the compass.</p>	<p>I can use a Junior Atlas to locate places.</p> <p>I can understand and locate boundaries of counties and countries.</p> <p>I can make a map of a short route.</p>	<p>I can use the 8 points of a compass</p> <p>I can use letter and number co-ordinates.</p> <p>I can use satellite images and a variety of maps.</p>	<p>I can compare satellite images, aerial photographs and maps</p> <p>I can select a map appropriate for a purpose</p> <p>I can use an OS map to plan a short route.</p> <p>I can measure distances using maps.</p> <p>I can use 4 figure grid references.</p>	<p>I can use an OS map to plan contrasting routes.</p> <p>I can draw a variety of thematic maps based on my own data.</p> <p>I can compare satellite images, aerial photographs and maps covering a period of time.</p> <p>I can confidently identify significant places and environments</p> <p>I can use 6 figure grid references.</p> <p>I can select a map appropriate for a purpose</p>
	Communication	communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	I can add labels onto a photograph of features.	I can add labels onto a map or photograph of features.	I can present information using a range of writing genres.	<p>I can present information using different English techniques and data using ICT.</p> <p>I can express my own view about topic covered.</p>	<p>I can present information using a range of methods.</p> <p>I can identify and explain different views of people including myself.</p>