

Senacre Wood Primary- Geography Skills Progression

EYFS Areas of Study

Understanding the World – The World

- 3&4
- Talk about what they see, using a wide vocabulary.
 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception

- 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.
- 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: People, Culture and Communities

Children at the expected level of development will:

- 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, non-fiction texts and – when appropriate – maps.

- **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
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 in the Southeast 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 identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, northern and southern hemispheres. 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.

Human and Physical Geography		...including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes	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. I understand how decisions about places and environments affect the quality, and future quality, of people's lives.
		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						
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 use simple observational skills to study geography of the school grounds.	I can use simple fieldwork and observational skills to study the geography of my school and its grounds and key human and physical features.	I can make more detailed fieldwork sketches and make comparisons between two locations.	I can plan the steps and strategies for fieldwork studies using fieldwork instruments.	I can collect, present and analyse evidence and draw conclusions.	I can use fieldwork to observe, measure and record human and physical features of the local area, choosing the best method.
	Map Work	interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	I can use a simple map to move around the school On a map of the UK, I can name and locate major features. I can use directional language (i.e. near, far, up, down, left, right) to describe features on a map. I can draw basic maps, including appropriate symbols and pictures to represent places or features.	I can locate the seven continents and five oceans on a world map and globe. I can use four points of the compass.	I can understand and locate boundaries of counties and countries. I can make a map of a short route.	I can use the 8 points of a compass I can use letter and number coordinates. I can use satellite images and a variety of maps.	I can use an OS map to plan a short route. I can measure distances using maps. I can use 4 figure grid references.	I can use an OS map to plan contrasting routes. I can draw a variety of thematic maps based on my own data. I can use 6 figure grid references. I can select a map appropriate for a purpose
	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.	I can present information using different English techniques and data using ICT. I can express my own view about topic covered.	I can present information using a range of methods. I can identify and explain different views of people including myself.	I can communicate a route to school. I can choose ways to communicate data. I understand different peoples' views on geographical issues including the reasons influencing their views.