

Subject: Geography

Skills:

Progression of skills in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical enquiry</b>	<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 e.g. within school or local area.</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>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF 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 aided</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</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>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</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>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>Begin to 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>Collect and record evidence unaided</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>
<b>Communicating in different ways</b>		<p><i>L2 - express views on the environment of a locality and recognise how people affect the environment.</i></p> <p><i>L2 - Begin to use appropriate geographical vocabulary.</i></p>	<p><i>L3 - They develop the use of appropriate vocabulary to communicate their findings</i></p> <p>Explore geographical issues through discussion or through drama using role play eg views on building new quarry</p>	<p><i>L3 - They develop the use of appropriate vocabulary to communicate their findings</i></p> <p style="text-align: center;">—————→</p>	<p>Identify and explain different views of people including themselves.</p> <p><i>L4 - They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.</i></p> <p style="text-align: center;">—————→</p>	<p>Give increased detail of views, give detailed reasons influencing views and how they are justified</p> <p><i>L5 - They select info. and sources of evidence in their investigations and present their findings both graphically and in writing.</i></p> <p style="text-align: center;">—————→</p>
<b>Fieldwork</b>	<p>Any of: Field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements</p>	<p>Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements</p>	<p>Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements</p>	<p>Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements</p>	<p>Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements</p>	<p>Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements</p>
<b>Map skills</b>	<p><a href="#">See maps progression sheet</a></p> <p style="text-align: center;">—————→</p>	—————→	—————→	—————→	—————→	—————→

## Progression of fieldwork skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>FIELD SKETCHING</b>	Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches.	Draw an outline of simple features they observe. Add colour, texture and detail to prepared field sketches. Join labels to correct features.	Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help	Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate their sketch with descriptive and explanatory labels. Add title, location and direction to sketch.	Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation.	Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.
<b>PHOTOGRAPHY</b>	Recognise a photo taken by a teacher as a record of what they have seen.	Label a photo with help.	Add titles and labels to photos giving date and location.	Locate a photo on a map. Annotate the photo.	Locate a photo on a map. Annotate the photo.	Locate a photo on a map. Annotate the photo.
<b>MEASUREMENT</b>	Use everyday language to describe features <i>E.g. bigger, smaller than.</i>	Use everyday non-standard units <i>E.g. hands for length.</i> Counts the number of. <i>E.g. children who come to school by car.</i>	Use everyday standard and non-standard units occasionally <i>E.g. A trundle wheel for metres.</i> Count up to 100 <i>E.g. for a traffic survey they cross number on a hundred square for each vehicle.</i> Begin to organise recordings.	Use easy to read instruments <i>E.g. rain gauge or metre tape.</i> Count and record different types at the same time using a tally <i>E.g. counting types of shops.</i> Organise results in a spreadsheet.	Select and use a range of measuring instruments in investigations. Design own census, pilot, with help, and evaluate it.	Select and use a range of measuring instruments in investigations. Design own census, pilot and evaluate it.

## Progression in map skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Direction/Location</b>	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
<b>Drawing maps</b>	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order;	Make a map of a short route experienced, with features in correct order;	Make a map of a short route experienced, with features in correct order;	Begin to draw a variety of thematic maps based on their own data.
<b>Representation</b>	Use own symbols on imaginary map.			Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.
<b>Map knowledge</b>	Use a simple map to move around the school.  Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	Follow a route on a simple map. Use a plan view. Use an infant atlas to locate places.  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 within the N.C document	Begin to identify significant places and environments stated within KS2 N.C.	Compare maps with aerial photographs. Identify significant places and environments as stated within KS2 N.C.	Follow a short route on an OS map (FOD field trip?)  Confidently identify significant places and environments stated within KS2 N.C. Begin to identify places and environments on maps within Ks 3 N.C.

Key vocabulary.

**KS1:** BEACH, CLIFF, COAST, FOREST, HILL, MOUNTAIN, SEA, OCEAN, RIVER, SOIL, VALLEY, VEGETATION, SEASON, WEATHER, CITY, TOWN, VILLAGE, FACTORY, FARM, HOUSE, OFFICE, PORT, HARBOUR, SHOP.

## **Content:**

**KS1: All topics in KS1 begin with naming continents and oceans of the world.**

### **Stonehenge:**

General geographical knowledge: Earth is a globe, basics such as how land, water (oceans and rivers) are represented. Countries of UK.

UK locality (School grounds and / or Devizes)

Weather and seasons in UK

Caring for the environment.

### **White Horse:**

Countries and capital cities of UK

UK locality compared with a non-European locality

UK and World weather (equator vs poles etc.)

Caring for the environment.

**KS2: All topics start with naming and locating major European countries and UK cities. Re-cap of continents and oceans.**

### **Sarum:**

UK physical geography (cities, mountain regions, major rivers)

Compare UK locality to another European locality. (Eg Bristol – European port eg. Hamburg) Look at land use, economic activity, physical similarities and differences.

### **Avebury:**

Rivers and mountains.

Water cycle.

### **Silbury:**

Volcanoes and earthquakes.

Compare UK locality to a locality outside of Europe. (Eg London – Beijing / Rio etc.) Look at land use, economic activity, availability of resources such as food, water, energy, physical similarities and differences.

**Links with other subjects (especially the core subjects and Computing):**

Maths. Links between measuring in Maths and recording of physical characteristics in Geography.

Use of computers. Google Earth, Excel for recording data collected from local studies, presentation of findings Powerpoint, Word, Publisher.

Literacy. Recording and presenting findings.

**Opportunities** for real life projects, experiences, field trips, final products, links to local area/community/relevant topics or issues/

Oxenwood / Braeside and Forest of Dean residential trips will provide opportunities for covering many map / data collection skills.