

Progression in Geography Skills

	Geographical enquiry and skills	Geographical skills and fieldwork
Early Years	<p>explain about similarities and differences in relation to places</p> <p>suggest ideas for improving their use of the classroom, outdoor spaces</p> <p>make simple maps and use the globe to identify the UK</p> <p>talk about features of their own immediate environment and how environments may vary from one another</p> <p>use simple observational skills to explore the school grounds</p>	<p>ask simple geographical questions</p> <p>describe their relative position such as 'behind' or 'next to'</p> <p>use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems</p> <p>use directional language forwards, backwards, left and right to give instructions to a technological toy</p>
Year 1 & 2	<p>ask geographical questions [(e. 'What is it like to live in this place?')</p> <p>observe and record [i.e. identify buildings in street and complete a chart]</p> <p>express their own views about people, places and environments [i.e. about litter in the school]</p> <p>communicate in different ways including through numerical and quantitative skills, maps and pictures; communicate understanding through writing at length</p> <p>use geographical vocabulary and fieldwork skills [i.e. hill, motorway, near, far, north, south]</p> <p>use globes, maps, plans at a range of scales</p> <p>use secondary sources of information [i.e. pictures, photographs, stories, information texts, videos, artefacts]</p> <p>make maps and plans [i.e. a pictorial map of a place in a story]</p>	<p>begin to describe similarities and differences in artefacts</p> <p>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</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map</p> <p>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</p> <p>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>

	Geographical enquiry and skills	Geographical skills and fieldwork
Year 3 & 4	<p>ask geographical questions [i.e. 'What is it like to live in this place?']</p> <p>observe and record [i.e. identify buildings in street and complete a chart]</p> <p>express their own views about people, places and environments [i.e. about litter in the school]</p> <p>communicate in different ways including through numerical/quantitative skills, maps and pictures.</p> <p>communicate understanding through writing at length.</p> <p>use geographical vocabulary [i.e. hill, motorway, near, far, north, south]</p> <p>use fieldwork skills [i.e. recording info on a school plan or local area map]</p> <p>use globes, maps, plans at a range of scales [i.e. following a route on map]</p> <p>use secondary sources of information [i.e. pictures, photographs, stories, information texts, videos, artefacts]</p> <p>make maps and plans [i.e. a pictorial map of a place in a story].</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</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>

	Geographical enquiry and skills	Geographical skills and fieldwork
Year 5 & 6	<p>ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?']</p> <p>collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]</p> <p>analyse evidence and draw conclusions [i.e. by comparing population data for two localities]</p> <p>identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality]</p> <p>communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills</p> <p>use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera]</p> <p>use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids] using geographical vocabulary</p> <p>Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images]; draw plans and maps at a range of scales [i.e. a sketch map of a locality]</p> <p>use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data]</p> <p>develop decision-making skills [i.e. what measures needed to improve safety in a local street?]</p>	<p>use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present</p> <p>extend to 6 figure grid references with teaching of latitude and longitude in depth</p> <p>expand map skills to include non-UK countries</p> <p>use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>