

Shillington Lower school and Stondon Lower school (Shillington and Stondon Federation)

Curriculum map/skills progression grid

Date	Geography Skills Progression Review date						Subject Leader
April 2021	September 2022						C. Riberaud
<p>This document aims to give guidance on the progression of skills and knowledge in Geography across the year groups. It is used to support planning the year groups' long term overviews that break up content into termly blocks. As children make progress through the school, it is expected that they can demonstrate a wider range of independent skills and knowledge in the six strands of Geography across the curriculum. In Geography, like in other subjects, we recognise the importance that a range of different teaching methods could be used in supporting pupils to know more, understand more and remember more. In Geography we use a variety of approaches and these will be evident in pupil discussion, observations and work in books in order that learning opportunities in Geography are as effective as possible and that pupils make progress throughout the year and across different years.</p>							
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and Place knowledge		<ul style="list-style-type: none"> Name and locate some places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> Name and locate significant places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features 	<ul style="list-style-type: none"> Name and locate an increasing range of places in the world including globally and topically significant features and events. 	<ul style="list-style-type: none"> Name and locate an extensive range of places in the world including globally and topically significant features and events.
Human and Physical Geography		<ul style="list-style-type: none"> Describe some places and features using basic geographical vocabulary. Express their views on 	<ul style="list-style-type: none"> Describe places and features using simple geographical vocabulary. Make observations 	<ul style="list-style-type: none"> Use geographical language to describe some aspects of human and physical 	<ul style="list-style-type: none"> Use geographical language to identify and explain some aspects of human and physical 	<ul style="list-style-type: none"> Use geographical language to identify and explain key aspects of human and physical 	<ul style="list-style-type: none"> Recognise patterns in human and physical features and understand some of the conditions,

		some features of their environment e.g. what they do or do not like.	about features that give places their character.	features and patterns. <ul style="list-style-type: none"> • Make observations about places and features that change over time. 	features and patterns. <ul style="list-style-type: none"> • Describe how features and places change and the links between people and environments. 	features and patterns as well as links and interactions between people, places and environments. <ul style="list-style-type: none"> • Demonstrate understanding of how and why some features or places are similar or different and how and why they change. 	processes or changes which influence these patterns. <ul style="list-style-type: none"> • Explain some links and interactions between people, places and environments.
Geographical Skills: Enquiry and Investigation		<ul style="list-style-type: none"> • Ask and answer simple geographical questions. • Describe some similarities and differences when studying places and features e.g. 	<ul style="list-style-type: none"> • Ask and answer simple geographical questions when investigating different places and environments. • Describe similarities, differences and patterns e.g. 	<ul style="list-style-type: none"> • Ask and answer more searching geographical questions when investigating different places and environments. • Identify similarities, differences and patterns 	<ul style="list-style-type: none"> • Ask and respond to more searching geographical questions including 'how?' and 'why?' • Identify and describe similarities, differences and patterns 	<ul style="list-style-type: none"> • Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? • Recognise geographical issues affecting people in 	<ul style="list-style-type: none"> • Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? • Make predictions

		hot and cold places of the world.	comparing their lives with those of children in other places and environments	when comparing places and features.	when investigating different places, environments and people.	different places and environments	and test simple hypotheses about people, places and geographical issues.
Geographical Skills: Fieldwork		<ul style="list-style-type: none"> Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment. 	<ul style="list-style-type: none"> Observe, record, and name geographical features in their local environments. 	<ul style="list-style-type: none"> Observe, record, and explain physical and human features of the environment. 	<ul style="list-style-type: none"> Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. 	<ul style="list-style-type: none"> Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
Geographical Skills: Interpret a Range of Sources of Geographical Information		<ul style="list-style-type: none"> Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps. 	<ul style="list-style-type: none"> Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. 	<ul style="list-style-type: none"> Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. 	<ul style="list-style-type: none"> Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. 	<ul style="list-style-type: none"> Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding 	<ul style="list-style-type: none"> Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing

			<ul style="list-style-type: none"> • Use simple compass directions as well as locational and directional language when describing features and routes. 	<ul style="list-style-type: none"> • Use the eight compass points and recognise some Ordnance Survey symbols on maps 	<ul style="list-style-type: none"> • Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. 	<p>of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p>	<p>range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p>
Geographical Skills: Communicate Geographical Information		<ul style="list-style-type: none"> • Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. • Draw, speak or write about simple geographical concepts such as what they can see where 	<ul style="list-style-type: none"> • Express views about the environment and can recognise how people sometimes affect the environment. • Create their own simple maps and symbols 	<ul style="list-style-type: none"> • Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. • Communicate geographical information through a range of methods including the use of ICT. 	<ul style="list-style-type: none"> • Express their opinions on environmental issues and recognise that other people may think differently. • Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. 	<ul style="list-style-type: none"> • Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. • Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information 	<ul style="list-style-type: none"> • Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. • Communicate geographical information using a wide range of methods including writing at increasing length.

