



'Learn with love, flourish with faith.'

Curriculum Subject Skills Progression Framework

Subject: Geography

	EYFS	Year 1 and Year 2:	Year 3 and Year 4:	Year 5 and Year 6:
Geographical Enquiry	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and</p>	<p>Ask relevant questions about the locality e.g What is it like? How has it changed?</p> <p>Answer key questions using secondary sources such as videos, books, stories, atlases, the globe and the internet.</p> <p>Explain their own views about a place, environment or location giving reasons for their choices.</p>	<p>Ask relevant questions regarding both the UK and the wider world e.g What is the landscape like?</p> <p>Use a range of sources including the globe, aerial photographs, story maps, videos, atlases, diagrams, the internet and books to answer key geographical questions.</p> <p>Analyse evidence and draw conclusions to formulate an opinion, explaining the viewpoints of others.</p>	<p>Devise their own geographical questions and find answers to these e.g How is it formed? What patterns can you see?</p> <p>Use a range of sources including ordnance survey maps, aerial photographs, OS maps, sketch maps, atlases, plans, web resources, diagrams and videos to answer key geographical questions.</p> <p>Compare, collect and analyse evidence and data in order to draw conclusions, justifying influencing views.</p>

	<p>(when appropriate) maps.</p> <p>Explore different places through some of our topics (e.g. animals - explore the different places they might live; space – learn what it looks like, feels like, what you can see.</p> <p>Learn about festivals and celebrations in other countries and this country (e.g. Chinese New Year).</p>			
Map Work	<p>Explore maps and make their own maps</p> <p>Use Google Earth to explore where we are in the world</p>	<p>Devise a simple map and use their own symbols to construct a basic key.</p> <p>Follow positional directions using basic instructions (up, down, left, right, forwards, backwards).</p> <p>Describe a route using four compass directions.</p> <p>Use letter or number co-ordinates to locate features on a map.</p>	<p>Devise a map, beginning to use standard symbols, which can be recognised on an OS map.</p> <p>Begin to describe a route using eight compass directions.</p> <p>Use 4 figure grid references to locate features on a map.</p>	<p>Use and recognise standard symbols on an OS map.</p> <p>Use 8 compass point directions confidently and accurately to describe locations.</p> <p>Use 6 figure grid references to locate features on a map.</p> <p>Understand scale and use a range of maps with different scales.</p> <p>Create maps of location to identify patterns such as climate zones, population densities, biomes and land use.</p>

Fieldwork	Talk about different places that they visit e.g. the park, the beach, the farm. Talk about some of the similarities and differences.	Use stories, simple maps and aerial photographs to investigate their surroundings. Devise a simple map to show physical and human features of the local area. Make observations of where things are and comparisons between different places. Collect data on the weather and answer questions about this to identify patterns. Use data to make predictions. Label diagrams or photographs using geographical vocabulary. Observe and record information using sketches, diagram, and memory maps.	Explore satellite images and aerial photographs of the local area. Create a sketch map to show the features of the local area. Collect and record evidence about land use with support. Make comparison between maps and photographs, colour coding maps to identify patterns and correlations. Create tables and graphs to compare data and identify patterns.	Explore aerial photographs and topographical maps. Create digital maps to explore the features of the local area. Collect and record data, deciding on the most appropriate use of measure. Draw conclusions from a range of maps, photographs and sketches. Choose the best way to collect data and present this such as using graphs, pie charts and tables. Analyse evidence and draw conclusions comparing land use, explaining reasons behind this and identify trends and patterns within data to answer a hypothesis.
Location Knowledge	Describe their immediate environment using knowledge from observation, discussion,	Locate the four countries and capital cities of the United Kingdom.	Locate counties within the UK and the surrounding islands of the UK.	Locate counties and cities within the UK. Use maps of different scales and positions to

	stories, non-fiction texts and maps.	Find where they live on a map of the UK. Locate the continents and oceans of the world. Identify the Equator, North Pole and South Pole on an Atlas and a globe.	Use a globe and atlas to locate the same place, using indexes and contents to locate places. Locate and major countries within Europe. Locate the capital cities of neighbouring countries in Europe.	locate countries and capital cities. Locate and major countries of the world. Locate capital cities of countries within the wider world. Locate the rivers of the UK. Identify lines of longitude and latitude and locate these on a map.
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