



**Progression of skills in Geography**

**Foundation Stage**

Geography is a very important part of our curriculum. Our local area provides lots of opportunities for the children to explore and develop their geography skills. The local area is used to support the children's geography learning in each year group.

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom, and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of humankind.

Geography is taught in the Early Years Foundation Stage (EYFS) through the area of learning 'Understanding the World'. Initially the children will learn about their own home, school environment and the local surrounding area. This awareness is extended through providing the children with real first hand experiences, by visiting places and by finding out about different environments.

The children will learn about their community and the world in which they live. They will develop their understanding of similarities and differences. They will begin to talk about their environment and make observations of the place they live and their environment. They will begin to ask questions, explore, investigate and make comparisons.

Topics: **Autumn:** Where do I come from? **Spring:** Here and there – map reading and comparing cultures and places **Summer:** Stepping up – environmental impact both small and large

Subject Content	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	geographical language to describe feature or location.  name and locate the world's 7 continents and 5 oceans	geographical language to describe feature or location  name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	to describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE  link words to topic e.g. river/meander/flood/ plain/location/ industry/transport	·to describe route and direction linking N/S/E/W with degrees on the compass  ·link words to topic/theme e.g. contour/height/ valley	·to describe route and direction, location linking 8 points of compass to degrees on compass  link words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ headland	·describe route, direction, location  ·16 points on compass to degrees on compass  ·link words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary
<b>Place Knowledge</b>	ask geographical questions e.g. what is it like to live in this place?	ask geographical questions –where is this place? what is it like? How has it changed?	ask geographical questions: where is this location? What do you think about it?	ask questions –what is this landscape like? what will it be like in the future?	ask questions: what is this landscape like? how has it changed? what made it change? how is it changing?	ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed?
	express own views about a place, people, environment	express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences	analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population	analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps	analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life	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

	recognise how places have become the way they are e.g. shops (patterns and processes)	recognise how places have become the way they are e.g. shops (patterns and processes)	identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling	identify and explain different views of people including themselves	identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject	identify and explain different views of people including themselves give increased detail of views, justification - detailed reasons influencing views
	observe and record e.g. identify buildings on a street - memory maps	observe and record in different ways eg. sketches, diagrams, ICT	collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)	collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns	collect and record evidence. conduct a land use survey categorise codes	collect and record evidence record measurement of river width/ depth/ velocity

	communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams	communicate in different ways –pictures, writing, charts	communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper	communicate in ways appropriate to task and audience	communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new	communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school
<b>Human &amp; Physical Geography</b>	locality Henley on Thames Fieldwork	UK locality that contrasts with Henley on Thames	weather, environment, environmental change, sustainability	e.g. water and the effects on the environment, settlement, environmental change, sustainability	e.g. water and effects on the environment, settlement, environmental change, sustainability	e.g. water and effects on the environment, settlement, environmental change, sustainability
<b>Geographical skills &amp; Fieldwork</b>	use simple field sketches use a camera	use simple field sketches and diagrams, use a camera	use more detailed field sketches and diagrams		field sketches should show understanding of pattern/ movement/ change	field sketches should show understanding of pattern/ movement/ change
<b>Map work/ atlas work</b>	make simple maps and plans explore maps of the local area	compare two settlements use globes, maps, plans at a range of scales use content/index to locate country/draw information from a map	draw maps more accurately plan view (from above) use key accurately use contents/index to locate page quickly and accurately (ICT)	draw accurate map – develop more complex key use contents/index to locate position of location including page/coordinates	draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.	locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.