

## Progression in Geography Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical language	Name features of the immediate locality. Name seasons and weather types Vocab- Planet Earth, World, country, city, village	Geographical language to describe feature or location e.g. hill/local/a road/coastline/ woods	Geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/ farmland	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	To 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
Enquiry (builds on each year)	<i>Begin to ask questions about the natural world around them</i>  <u>Location and place knowledge</u>	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?

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	Observe, Describe Notice similarities and differences between Barrow/Derby/ other places in the world met through Fiction and Non-fiction texts.	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
	<u>Human and physical Geography</u> Understand the effect of the changing seasons on the natural world around them.	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

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		Communicate in different ways e.g. pictures/ pictograms simple maps/sketches/label led 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>Theme</b>	Locality : Barrow upon Trent Where we live.	locality Derby Fieldwork	UK locality that contrasts with Derby	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>Fieldwork: where, why?</b>	Observe, Describe Notice similarities and differences. Record findings by drawing, taking photographs, simple labels.	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

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<b>Map work/ atlas work</b>	<p>Learn the names of the countries of the UK.</p> <p>Begin to gain an awareness of the environments around them. I.e Village, City, Country, World, Planet Earth, The Solar system</p>	<p>Make simple maps and plans</p> <p>Explore maps of the local area</p>	<p>Compare two settlements use globes, maps, plans at a range of scales</p> <p>Use content/index to locate country/draw information from a map</p>	<p>Draw maps more accurately</p> <p>Plan view (from above)</p> <p>use key accurately use contents/index to locate page quickly and accurately (ICT)</p>	<p>Draw accurate map – develop more complex key use contents/index to locate position of location including page/coordinates</p>	<p>Draw in scale – accuracy of scale</p> <p>Locate information/ place with speed and accuracy</p> <p>Use key to make deductions about landscape/ industry/ features etc.</p>	<p>Locate information/ place with speed and accuracy</p> <p>Use key to make deductions about landscape/ industry/ features etc.</p>



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**Assessment-** The majority of children will be working at age related expectations. However, some children will be identified as working below and above these.

Number in the cohort:

Working below age related expectations	Working above age related expectations
Number working below:	Number working above:

Comments for the subject leader: