

Geography skills progress at Woodseaves C.E. Primary Academy

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
Geographical skills	Follow and use simple positional language e.g. above, below, behind. Create a map of an imaginary place.	Follow directions including N, E, S, W Have experience of maps and attempt to make own - real or imaginary Use symbols of their own design on map of an imaginary place Use a plan view Know the terms globe and atlas and what they show Use non fiction books, stories, maps, pictures, photos and the internet as sources of information Follow a route on a map using directional language - near/far, left/right	Follow a route on a map using N, E, S, W Draw a map of a real or place. Use large scale maps. Use a suitable globe or atlas to locate places Use non fiction books, stories, maps, pictures, photos and the internet as sources of information. Follow a route on a map using directional language and understand how to use a key.	Begin to use eight compass points to give or follow directions Use letters or number coordinates to locate features on a map. Use large scale OS maps. Use atlases to find out about other features of places e.g. mountains. Use non fiction books, stories, maps, pictures, photos and the internet as sources of information.	Use eight compass points to give or follow directions with increasing accuracy Use letters or number coordinates to locate features on a map confidently Begin to recognise symbols on large scale OS maps Use large and medium scale OS maps Use atlases to find out about other features of places e.g. weather patterns Use non fiction books, stories, maps, pictures, photos and the internet as sources of information	Use eight compass points to give or follow directions with increasing accuracy Begin to use four figure coordinates to locate features on a map Recognise and use OS map symbols Use medium scale land range OS maps Use atlases and globes to find out about other features of places e.g. weather patterns, mountains	Use eight compass points confidently and accurately Begin to use six figure coordinates to locate features on a map Recognise and use OS map symbols and describe features shown on an OS map Draw and use maps and plan in a range of scales	
		Have experience of aerial photographs and try to identify known places with support.		Follow a route on a larger scale map. Begin to use map sites on the internet.		Begin to use primary and secondary sources of information for evidence Start to follow a short route on an OS map	Use primary and secondary sources of information for evidence Follow a short route on an OS map independently	
		Identify known places from aerial photographs.	Use aerial photographs and satellite images to extend learning within a topic	Use aerial photographs and satellite images to identify features on a map	Create maps using aerial photographs and satellite images			
Field Work	Investigate their surroundings. Name places/things they see around the school. Begin to draw simple features they observe in the local area.	Investigate their surroundings Make observations about where things are e.g. around the school Express their own views about places and the local area Draw simple features they observe in the local area Use a camera in the field and label image Experience simple scale drawings of the local area	Begin to collect and record evidence with support. Use simple fieldwork skills to make observations about the school and grounds. Investigate similarities and differences in local habitats Gather data about specific habitats. Join labels to features on plans, maps and photographs. Try to make a simple scale drawing.	Begin to collect and record evidence with support. Analyse evidence and draw conclusions e.g. make comparisons between two locations using photos, pictures, temperatures and maps. Draw a sketch of a simple feature from an observation or photo. Make a map of a short route experienced with features in the correct order. Start to draw plan views.	Collect and record evidence with scaffolds Analyse evidence and draw conclusions e.g. compare historical maps of various scales, influence on people's everyday lives Begin to use a variety of sources of evidence to express views about the school geographically Begin to use recordings for their investigation Begin to draw a variety of thematic maps based on their own data Begin to draw a sketch map from a high viewpoint Continue to draw plan views	Collect and record evidence with self chosen scaffolds Analyse evidence and draw conclusions e.g. compare historical maps of various scales, influence on people's everyday lives Begin to use a variety of sources of evidence to express views about the local area geographically Use sketches as evidence in investigations about the local area Select and use a range of measuring instruments to collect data Begin to use recordings for geographical investigations Draw a variety of thematic maps based on their own data Make a map of a short route experienced with features in the correct order Use a database to interrogate and amend data collated Draw a plan view with increasing accuracy	Collect and record evidence independently Analyse evidence and draw conclusions e.g. field work, data on land use, looking at patterns and explain reasons behind it Draw a sketch of key features of topic studied with increasing accuracy Select and use a range of measuring instruments to collect data Use recordings with increasing confidence for geographical investigations Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key Begin to draw plans of increasing complexity	
		Experience simple plan views						
Place Knowledge	Name the country in which they live and/or were born. Name and describe the village/town/city in which they live.	Identify and describe where places are in the UK	Identify and describe where places are around the world Recognise how places are linked to other places in the world Compare and contrast a small area of the UK with a small area in a non European country	Conduct a study of human and physical geography in a region of North America	Conduct a study of human and physical geography in a region of South America	Conduct a study of human and physical geography in a region of the UK	Conduct a study of human and physical geography of a region in a European country	
		Make simple comparisons between features of different places.		Identify and describe where places are around the world		Compare and contrast areas within the UK	Compare and contrast areas within a European country (not UK)	
				Begin to identify significant places and environments		Identify significant places and environments	Confidently identify significant places and environments	
Locational Knowledge	Talk about the features of their own immediate environment and how environments might vary from one another.	Learn the name of all countries in the UK Learn the names of cities and the surrounding seas in the UK Begin to match boundaries of the UK Begin to spatially match places e.g. recognise the UK on a small scale and large scale map Locate and name on a UK map major features e.g. London, River Thames	Name and locate the 7 continents and 5 oceans Begin to match boundaries (e.g. find same boundary of a country on different scale maps) around the world	Name and locate states and main cities of North America concentrating on environmental regions, key physical and human characteristics. Locate places on larger scale maps and identify where the equator, Northern and Southern Hemisphere are	Name and locate states and main cities of South America concentrating on environmental regions, key physical and human characteristics. Identify where the Equator, Northern and Southern Hemisphere are and the countries which lie within them	Use maps to name and locate countries and cities of the UK Identify where the Equator, Northern and Southern Hemisphere, the Tropics of Capricorn and Cancer are and the countries which lie within them	Use maps to name and locate countries and cities of Europe Use latitude and longitude on atlases, maps and globes	
						Identify key human and physical characteristics of the UK and how they have changed over time. Identify land use patterns of the UK. Discuss and identify time zones across the world. Locate and identify key human and physical characteristics of the UK. Identify topical features of the UK. Identify land use of the UK and how these maps have changed over time.		
Human and Physical Geography	Know about similarities and differences in relation to places, objects, materials and living things. Make observations of animals and plants and explain why some things occur, and talk about changes.	Use geographical vocabulary including: beach, cliff, coast, sea etc. for physical features Use geographical vocabulary including: city, town, port, factory, farm etc. for human features Recognise human and physical features in the local area Recognise how places have become the way they are and how they continue to change. Identify and describe what places are like. Identify seasonal and daily weather patterns in the UK	Use geographical vocabulary including year one vocabulary and: forest, vegetation, ocean, weather etc. for physical features Use geographical vocabulary including year one vocabulary and: harbour etc. for human features. Recognise human and physical features of non European countries studied Identify hot and cold areas of the world in relation to the equator and the North and South Poles	Use appropriate geographical vocabulary linked to the topic.				
				Locate the key human and physical characteristics of North America Identify and learn about volcanoes and earthquakes	Recognise how and why people may seek to manage environments sustainably Recognise and describe biomes and vegetation belts around the world Learn about distribution of natural resources including energy Recognise how people can improve an environment or destroy it	Recognise and name key rivers around the world Understand the water cycle Learn about settlements and environmental impact	Recognise and name key mountains around the world Investigate how decisions about places and environments affect the future quality of people's lives Learn about the distribution of natural resources including energy Investigate trade links between countries	