






## All Saints progression of skills in Geography


Strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Geographical Enquiry	 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings.</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence &amp; draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence &amp; draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>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</p>



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<p data-bbox="129 432 165 584">Fieldwork</p> 		<p data-bbox="488 427 763 735">use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p data-bbox="488 783 763 959">Look at school grounds and local area – how do they get to school and what do they pass – locality walk.</p>	<p data-bbox="795 427 1048 767">use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p data-bbox="795 815 1048 1023">Where All Saints Primary School is – Ranton-walk, local area – look for key locations; church, village hall.</p>	<p data-bbox="1070 427 1301 847">use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p data-bbox="1070 895 1301 1102">Where All Saints Primary School is – Ranton-walk, local area – look for key locations; church, village hall.</p>	<p data-bbox="1332 427 1570 810">use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p data-bbox="1601 427 1861 810">use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p data-bbox="1601 927 1861 991">Old photos and find those places.</p>	<p data-bbox="1886 427 2190 778">use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>

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   <b>Location Knowledge</b>	<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 (when appropriate) maps.</p>	<p>Name and locate the world's seven continents and five oceans;</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Name and locate the world's seven continents and five oceans;</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Locate the world's countries, using maps, concentrating on environmental regions and key physical and human characteristics;</p> <p>name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich</p>	<p>Locate the world's countries, using maps, concentrating on environmental regions and key physical and human characteristics;</p> <p>name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich</p>	<p>Use maps to locate the world's countries with a focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p>	<p>Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p>

				Meridian and time zones; use key vocabulary to demonstrate knowledge and understanding in this strand.	Meridian and time zones; use key vocabulary to demonstrate knowledge and understanding in this strand.	use key vocabulary to demonstrate knowledge and understanding in this strand.	use key vocabulary to demonstrate knowledge and understanding in this strand.
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Strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Place Knowledge</b></p> 	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Compare a local city/town in the UK with a contrasting city/town in the UK;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Compare the UK with a contrasting country in the world;</p> <p>compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</p> <p>explore similarities and differences, comparing human geography of a region of the UK;</p> <p>understand geographical similarities and differences through the study of physical geography of a region of the UK;</p> <p>explore similarities and differences comparing the physical geography of a region of the UK;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Understand geographical similarities and differences through the study of human geography of a region of the UK;</p> <p>explore similarities and differences, comparing human geography of a region of the UK and a region in a European country;</p> <p>understand geographical similarities and differences through the study of physical geography of a region of the UK;</p> <p>explore similarities and differences comparing the physical geography of a region of the UK &amp; a region in a European country;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of North and South America;</p> <p>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>

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<p><b>Human and Physical Geography</b></p>  	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</p> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</p> <p>use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</p> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</p> <p>human geography, including: types of settlement and land use;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</p> <p>human geography, including: types of settlement and land use;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>

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<b>Direction / Location</b>		Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. coordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure coordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
<b>Drawing Maps</b>		Draw picture map of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
<b>Representation</b>		Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Use/recognise OS map symbols; Use atlas symbols.

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Using Maps		Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large-scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village). Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale and Distance		Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective		Draw around objects to make a plan.	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point.	Draw a sketch map from a high view point.	Draw a plan view map with some accuracy.	Draw a plan view map accurately.
Map Knowledge		Learn names of some places within /around the UK. E.g. Home town, cities, countries e.g. Wales, France.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Begin to identify points on maps A,B and C	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments



<b>Style of Map</b>		Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.
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