**Geography Skills Progression**

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| FS1 | | | FS2 | | ELG |
| **Maths**   * Understand position through words alone. For example, “The bag is under the table,” – with no pointing. * Describe a familiar route. * Discuss routes and locations, using words like ‘in front of’ and ‘behind’.   **Understanding the World**   * Use all their senses in hands-on exploration of natural materials. * Begin to understand the need to respect and care for the natural environment and all living things. * Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. | | | **Understand the World**   * Draw information from a simple map. * Recognise some similarities and differences between life in this country and life in other countries. * Explore the natural world around them. * Recognise some environments that are different to the one in which they live. | | **Understanding the World - People, Culture and Communities**   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * 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.   **Understanding the World- The Natural World**   * 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. * Understand some important processes and changes in the natural world around them, including the seasons. |
| Themes/Skills | | **Geographical Skills** | | **Fieldwork Skills** | |
| Year 1 | | | | | |
| Term 1 |  | I can devise a simple, messy map.  I can collect and record  simple data.  I can present simple data in a chart. | | I can use simple fieldwork and observational skills to answer geographical questions.  I can use directional language to describe a route.  I can name and use cardinal directions. | |
| Year 2 | | | | | |
| Term 3 and Term 4 |  | I can use atlases and globes to discover the continents and oceans of the world.  I can use compass directions and locational and directional language to describe the location of features on a map.  I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.  I can use a key. | | I can use simple fieldwork and observational skills to study the school’s geography. | |
| Year 3 | | | | | |
| Term 3 and Term 4 |  | I can use compass points, four-figure grid references, symbols and keys.  I can identify physical features on a map.  I can locate settlements on a map.  I can use maps and atlases to discover the United Kingdom. | | I can devise a sketch map of my local area. | |
| Year 4 | | | | | |
| Term 3 and Term 4 |  | I can use atlases, maps and globes to locate places and describe features studied. | | I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | |
| Year 5 | | | | | |
| Term 1 and Term 2 |  | I can use atlases, maps and globes to locate places and describe features studied. | | I can use simple fieldwork and observational skills to study the … key human and physical features of its surrounding environment. | |
| Year 6 | | | | | |
| Term 3 and Term 4 |  | I can use atlases, maps and globes to locate places and describe features studied. | | I can collect data using a range of equipment. | |