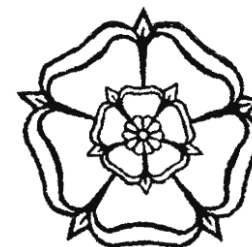




# Thornton-in-Craven Community Primary and Nursery School

Cam Lane, Thornton-in-Craven, North Yorkshire, BD23 3SX



## Geography Progression of Skills

Due to mixed age classes some of these skills may be taught outside of a pupil's chronological age.

	EYFS	KS1	Lower KS2	Upper KS2
<b>Location and Place knowledge</b>	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <b>UTW</b></li> <li>Make imaginative small worlds with blocks and construction kits <b>EA&amp;D</b></li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a simple map <b>UTW</b></li> <li>Familiarise name or road, village the school is located <b>UTW</b></li> <li>Develop story lines in their pretend play <b>EA&amp;D</b></li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate some places in their locality, the UK and the wider world.</li> <li>Name and locate significant places in their locality, the UK and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate a wider range of places in their locality, the UK and the wider world.</li> <li>Name and locate a wider range of places in their locality, the UK and the wider world including some globally significant features.</li> <li>Name and locate an increasing range of places in the world including globally and topically significant features and events.</li> <li>Name and locate an extensive range of places in the world including globally and topically significant features and events.</li> </ul>

<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>Use all their sense in hands-on exploration of natural materials. <b>UTW</b></li> </ul>	<p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them <b>UTW</b></li> <li>Describe what they hear, see and feel whilst outside <b>UTW</b></li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <b>ELG</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe some places and features using basic geographical vocabulary.</li> <li>Express their views on some features of their environment e.g. what they like or do not like.</li> </ul>	<ul style="list-style-type: none"> <li>Describe places and features using simple geographical vocabulary.</li> <li>Make observations about features that give places their character.</li> </ul>	<ul style="list-style-type: none"> <li>Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>Make observations about places and features that change over time.</li> </ul>	<ul style="list-style-type: none"> <li>Use geographical language to identify and explain some aspects of human and physical features and patterns.</li> <li>Describe how features and places change and the links between people and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Use geographical language to identify and explain key aspects of human and physical features as well as links and interactions between people, places and environments.</li> <li>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</li> <li>Explain some links and interactions between people, places and environments.</li> </ul>
<p><b>Geographical Skills: Enquiry and Investigation</b></p>	<ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary <b>UTW</b></li> <li>Use a wider range of vocabulary <b>C&amp;L</b></li> </ul>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries <b>UTW</b></li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple geographical questions.</li> <li>Describe some similarities and differences when</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple geographical questions when investigating different places and environments</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer more searching geographical questions when investigating different places and environments.</li> <li>Identify</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to more searching geographical questions including 'how?' and 'why?'</li> <li>Identify and describe similarities,</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</li> <li>Recognise geographical</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</li> </ul>

	<ul style="list-style-type: none"> <li>Understand why questions <b>C&amp;L</b></li> </ul>	<ul style="list-style-type: none"> <li>Recognise some environments that are different from the one in which they live <b>UTW</b></li> <li>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 <b>ELG</b></li> </ul>	<p>studying places and features e.g. hot and cold places of the world.</p>	<ul style="list-style-type: none"> <li>Describe similarities, differences and patterns e.g. comparing their lives with those of other children in different places and environments.</li> </ul>	<p>similarities, differences and patterns when comparing places and features.</p>	<p>differences and patterns when investigating places, environments and people.</p>	<p>issues affecting people in different places and environments.</p>	<ul style="list-style-type: none"> <li>Make predictions and test simple hypothesis about people, places and geographical issues.</li> </ul>
<p><b>Geographical Skills: Fieldwork</b></p>	<ul style="list-style-type: none"> <li>Use all their sense in hands-on exploration of natural materials. <b>UTW</b></li> <li>Begin to understand</li> </ul>	<ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them <b>UTW</b></li> <li>Describe</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe daily weather patterns.</li> <li>Use simple fieldwork and</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns.</li> <li>Develop simple fieldwork and observati</li> </ul>	<ul style="list-style-type: none"> <li>Observe, record and name geographical features in their local environments .</li> </ul>	<ul style="list-style-type: none"> <li>Observe, record and explain physical and human features of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Observe, measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs and digital</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations,</li> </ul>

	<p>the need to respect and care for the natural environment all living things UTW</p>	<p>what they see, hear and feel whilst outside UTW</p> <ul style="list-style-type: none"> <li>Explore the natural world around them UTW</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps ELG</li> </ul>	<p>observational skills when studying the geography of their school and its grounds.</p>	<p>observational skills when studying the geography of their school and local environment.</p>			<p>technologies.</p>	<p>measurements and recordings.</p>
<p><b>Geographical Skills: Interpret a Range of Sources of Geographical Information.</b></p>	<ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary UTW</li> <li>Make imaginative small worlds with blocks and construction kits EA&amp;D</li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a simple map UTW</li> <li>Look at aerial views of school setting UTW</li> <li>Engage in non-fiction books C&amp;L</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources such as simple maps, globes, atlases and images.</li> <li>Know that symbols mean something on maps.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources such as simple maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</li> <li>Use the eight compass points and recognize</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources including digital and OS maps, atlases, globes and satellite images to research geographical information.</li> <li>Recognise OS symbols on maps and locate</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of maps and other sources of geographical information and select the most appropriate for the task.</li> <li>Demonstrate an understanding of the difference between OS</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a wide range of geographical information and maps including scale, projections, thematic and digital maps.</li> <li>Recognise an increasing range of OS symbols on maps and locate features using six-figure</li> </ul>

		<ul style="list-style-type: none"> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <b>C&amp;L</b></li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <b>ELG</b></li> </ul>		<ul style="list-style-type: none"> <li>Use simple compass directions as well as locational and directional language when describing features and routes.</li> </ul>	some Ordnance Survey symbols on maps.	features using four-figure grid references.	and other maps and when it is most appropriate to use each.	grid references.
<b>Geographical Skills: Communicate Geographical Information</b>	<ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary <b>UTW</b></li> <li>Describe a familiar route <b>MATHS</b></li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a simple map <b>UTW</b></li> <li>Draw simple maps of their immediate environment <b>UTW</b></li> </ul>	<ul style="list-style-type: none"> <li>Use maps and other images to talk about everyday life e.g. where they live, journeys to school.</li> <li>Draw, speak or</li> </ul>	<ul style="list-style-type: none"> <li>Express views about the environment and can recognize how people sometimes affect the</li> </ul>	<ul style="list-style-type: none"> <li>Express their opinion on environmental issues and recognize how people can affect the environment both positively and negatively.</li> <li>Communicate</li> </ul>	<ul style="list-style-type: none"> <li>Express their opinions on environmental issues and recognize that other people may think differently.</li> <li>Choose from a range of methods e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Express and explain their opinions on geographical and environmental issues and recognize why other people may think differently.</li> <li>Choose from a</li> </ul>	<ul style="list-style-type: none"> <li>Develop their views and attitude to critically evaluate responses to local geographical issues or global issues and events.</li> <li>Communicate</li> </ul>

	<ul style="list-style-type: none"> <li>Discuss routes and locations using words like in front and behind <b>MATHS</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <b>ELG</b></li> </ul>	<p>write about simple geographical concepts such as what they can see where.</p>	<p>environment.</p> <ul style="list-style-type: none"> <li>Create their own simple maps and symbols.</li> </ul>	<p>geographical information through a range of methods including the use of ICT.</p>	<p>digital maps, plans, graphs and presentations .</p>	<p>range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p>	<p>geographical information using a wide range of methods including writing at increasing length.</p>
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