



## Progression of Knowledge and Skills



# Geography

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*EYFS - Year 6*



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PROGRESSION OF SKILLS	Geographical skills and fieldwork		
	<b>EYFS</b>		
	<ul style="list-style-type: none"> <li>Asking questions about the world around them.</li> <li>Commenting on and discussing the features they see in the area surrounding their school when on a walk.</li> <li>Asking and answering simple questions about the features of their school and school grounds.</li> </ul>		
National curriculum - end of KS1, pupils should be able to:	<b>KS1</b>		
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	<b>Question</b>	<ul style="list-style-type: none"> <li>Asking questions about the world around them.</li> <li>Recognising there are different ways to answer a question.</li> </ul>	
	<b>Observe</b>	<ul style="list-style-type: none"> <li>Commenting on and discussing the features they see in the area surrounding their school when on a walk.</li> <li>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> </ul>	
	<b>Measure</b>	<ul style="list-style-type: none"> <li>Asking and answering simple questions about the features of their school and school grounds.</li> <li>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.</li> </ul>	
	<b>Record</b>	<ul style="list-style-type: none"> <li>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li> <li>Classifying the features they notice into human and physical with teacher support.</li> <li>Taking digital photographs of geographical features in the locality.</li> <li>Making digital audio recordings when interviewing someone.</li> </ul>	
	<b>Present</b>	<ul style="list-style-type: none"> <li>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</li> <li>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</li> <li>Asking and answering simple questions about data.</li> </ul>	
National curriculum - end of KS2, pupils should be able to:	<b>LKS2</b>		<b>UKS2</b>
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.	<b>Question</b>	<ul style="list-style-type: none"> <li>Beginning to choose the best approach to answer an enquiry question.</li> </ul>	<ul style="list-style-type: none"> <li>Developing their own enquiry questions.</li> <li>Choosing the best approach to answering an enquiry question.</li> </ul>
	<b>Observe</b>	<ul style="list-style-type: none"> <li>Mapping land use in a small local area using maps and plans.</li> <li>Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.</li> <li>Asking and answering one- step and two-step geographical questions.</li> <li>Observing, recording, and naming geographical features in their local environments.</li> </ul>	<ul style="list-style-type: none"> <li>Making sketch maps of areas studied including labels and keys where necessary.</li> <li>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</li> </ul>
	<b>Measure</b>	<ul style="list-style-type: none"> <li>Using simple sampling techniques appropriately.</li> <li>Making digital audio recordings for a specific purpose.</li> <li>Designing a questionnaire / interviews to collect quantitative fieldwork data.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting appropriate methods for data collection.</li> <li>Designing interviews/questionnaires to collect qualitative data.</li> <li>Beginning to use standard field sampling techniques appropriately.</li> </ul>
	<b>Record</b>	<ul style="list-style-type: none"> <li>Taking digital photos and labelling or captioning them.</li> <li>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</li> <li>Beginning to use a simplified Likert Scale to record their judgements of environmental quality.</li> </ul>	<ul style="list-style-type: none"> <li>Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.</li> <li>Using a simplified Likert Scale to record their judgements of environmental quality.</li> </ul>



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		<ul style="list-style-type: none"> <li>Using a questionnaire/interviews to collect qualitative fieldwork data.</li> </ul>	<ul style="list-style-type: none"> <li>Conducting interviews/questionnaires to collect qualitative data.</li> <li>Interpreting and using real-time/live data.</li> <li>To identify and mitigate potential risks during fieldwork.</li> </ul>
	<b>Present</b>	<ul style="list-style-type: none"> <li>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</li> <li>Suggesting different ways that a locality could be changed and improved.</li> <li>Finding answers to geographical questions through data collection.</li> <li>Analysing and presenting quantitative data in charts and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.</li> <li>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</li> <li>Evaluating evidence collected and suggesting ways to improve this.</li> <li>Analysing quantitative data in pie charts, line graphs and graphs with two variables.</li> </ul>
<b>PROGRESSION OF SKILLS</b>	<b>Geographical skills and fieldwork</b>		
Development Matters - end of EYFS, pupils should be able to:	<b>EYFS</b>		
	<ul style="list-style-type: none"> <li>Begin to understand the purpose of an atlas</li> <li>Begin to understand the purpose of a globe</li> <li>Begin to understand how a globe and a world map are linked</li> </ul>		
National curriculum - end of KS1, pupils should be able to:	<b>KS1</b>		
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	<ul style="list-style-type: none"> <li>Using an atlas to locate the UK.</li> <li>Using a map to locate the four countries of the UK.</li> <li>Recognising why maps need a title.</li> <li>Using an atlas to locate the four capital cities of the UK.</li> <li>Using a world map, globe and atlas to locate all the world's seven continents.</li> <li>Using a world map, globe and atlas to locate the world's five oceans</li> </ul>		
Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map	<ul style="list-style-type: none"> <li>Using directional language to describe the location of objects in the classroom and playground.</li> <li>Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>Responding to instructions using directional language to follow routes.</li> <li>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</li> <li>Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.</li> <li>Using a map to follow a prepared route.</li> </ul>		
Use aerial photographs and plan perspectives to recognise landmarks and	<ul style="list-style-type: none"> <li>Adding labels to sketch maps.</li> <li>Using simple picture maps and plans to move around the school.</li> <li>Recognising landmarks of a city studied on aerial photographs and plan perspectives.</li> <li>Recognising human features on aerial photographs and plan perspectives.</li> </ul>		



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<p>basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<ul style="list-style-type: none"> <li>• Recognising physical features on aerial photographs and plan perspectives.</li> <li>• Drawing a map and using class agreed symbols to make a simple key.</li> <li>• Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</li> <li>• Finding a given OS symbol on a map with support.</li> <li>• Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</li> <li>• Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</li> </ul>	
<p>National curriculum - end of KS2, pupils should be able to:</p>	<p>LKS2</p>	<p>UKS2</p>
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> <li>• Beginning to use maps at more than one scale.</li> <li>• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied .</li> <li>• Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied .</li> <li>• Using the scale bar on a map to estimate distances.</li> <li>• Finding countries and features of countries in an atlas using contents and index.</li> <li>• Zooming in and out of a digital map.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently using and understanding maps at more than one scale.</li> <li>• Using atlases, maps, globes and digital mapping to locate countries studied.</li> <li>• Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</li> <li>• Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</li> <li>• Using the scale bar on a map to calculate distances.</li> <li>• Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</li> <li>• Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> <li>• Beginning to use thematic maps to recognise and describe human and physical features studied.</li> <li>• Using models and maps to talk about contours and slopes.</li> <li>• Selecting a map for a specific purpose.</li> </ul>
<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<ul style="list-style-type: none"> <li>• Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Accurately using 4-figure grid references to locate features on a map in regions studied.</li> <li>• Beginning to locate features using the 8 points of a compass.</li> <li>• Using a simple key on their own map to show an example of both physical and human features.</li> <li>• Following a route on a map with some accuracy.</li> <li>• Saying which directions are N, S, E, W on an OS map.</li> <li>• Making and using a simple route on a map.</li> <li>• Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.</li> <li>• Confidently locating features using the 8 points of a compass.</li> <li>• Following a short pre-prepared route on an OS map.</li> <li>• Identifying the 8 compass points on an OS map.</li> <li>• Planning a journey to another part of the world using six figure grid references and the eight points of a compass.</li> </ul>
<p><b>PROGRESSION OF KNOWLEDGE</b></p>	<p><b>Geographical skills and fieldwork</b></p>	
<p>EYFS</p>		<p>KS1</p>
<ul style="list-style-type: none"> <li>• To begin to understand that atlases give information about the world and that a map tells us information about a place.</li> <li>• To know that a map is a picture of a place, usually drawn from above.</li> <li>• To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</li> <li>• To begin to understand that a globe is a spherical model of the Earth.</li> <li>• To begin to recognise world maps as a flattened globe.</li> </ul>		<ul style="list-style-type: none"> <li>• To know that an aerial photograph is a photograph taken from the air above.</li> <li>• To know that atlases give information about the world and that a map tells us information about a place.</li> <li>• To know that a map is a picture of a place, usually drawn from above.</li> <li>• To know that symbols are often used on maps to represent features.</li> <li>• To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</li> </ul>



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<ul style="list-style-type: none"> <li>To know that an interview can be a way to find out people's views about their area.</li> </ul>	<ul style="list-style-type: none"> <li>To know what a sketch map is.</li> <li>To know that a globe is a spherical model of the Earth.</li> <li>To begin to recognise world maps as a flattened globe.</li> <li>To know that a compass is an instrument we can use to find which direction is north.</li> <li>To know which direction is N, S, E, W on a map.</li> <li>To know that maps need a title and purpose.</li> <li>To know that maps need a key to explain what the symbols and colours represent.</li> <li>To know that an interview can be a way to find out people's views about their area.</li> <li>To know that a tally chart is a way of collecting data quickly.</li> <li>To know that a pictogram is a chart that uses pictures to show data.</li> </ul>
<b>LKS2</b>	<b>UKS2</b>
<ul style="list-style-type: none"> <li>To understand that a scale shows how much smaller a map is compared to real life.</li> <li>To recognise world maps as a flattened globe.</li> <li>To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</li> <li>To know that an OS map shows human and physical features as symbols.</li> <li>To know that grid references help us locate a particular square on a map.</li> <li>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</li> <li>To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)</li> <li>To know an enquiry-based question has an open-ended answer found by research.</li> <li>To know how to use various simple sampling techniques.</li> <li>To know what a questionnaire and an interview are.</li> <li>To know that quantitative data involves numerical facts and figures and is often objective.</li> <li>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</li> <li>To know a Likert scale is used to record people's feelings and attitudes.</li> <li>To know that qualitative data involves opinions, thoughts and feelings and is often subjective.</li> <li>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</li> </ul>	<ul style="list-style-type: none"> <li>To know that contours on a map show height and slope.</li> <li>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</li> <li>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</li> <li>To know that a pie chart can represent a fraction or percentage of a whole set of data.</li> <li>To know a line graph can represent variables over time.</li> <li>To be aware of some issues in the local area.</li> <li>To know what a range of data collection methods look like.</li> <li>To know how to use a range of data collection methods.</li> </ul>