Skills progression – Geography 23-24

EYFS:		1 – 2 Phase	3 – 4 Phase	5 – 6 Phase
***See EYFS progression document for Understanding the World** **Understanding the World (People, culture and Communities):** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - 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 World):** Explore the natural world around them, making	Geography ARE **Contextual world knowledge**	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. *Name and locate UK on world map ***Continents and oceans, equators and poles**	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. ***Volcanoes and Earthquakes***	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. ***Latitude, longtitude and time zones – main countries and cities in North and South America – environmental regions and topographical features.***

observations and drawing pictures of animals and plants. - 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 and changing states of matter.				
	Geography ARE **Understanding**	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.
	Geography ARE	Be able to investigate places and environments by asking and answering questions,	Be able to investigate places and environments independently by asking and responding to	Be able to carry out investigations using a range of geographical questions,

	Geographical enquiry	making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions with evidence, and recognise and explain why others may have different points of view.
	Map Knowledge:	**World Locations:** Identify the 7 continents and 5 oceans Identify contrasting non-European place. Identify places of relevance and in the news. **UK Locations:** Identify the 4 countries, capitals, surrounding seas, own school and county (Hampshire) both now and over time.	**World Locations:** Identify 7 continents, 5 oceans and their human and physical features Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news. **UK Locations:** Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time.	**World Locations:** Identify 7 continents, 5 oceans and their human and physical features. Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news. **UK Locations:** Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time.
	Map Vocabulary:	**Positional Vocabulary:** Equator, South Pole, North Pole. **Direction Vocabulary:** Up, down, left, right, near, far North, East, South, West Bigger/smaller, like/dislike, similar/different.	**Positional Vocabulary:** Equator, Northern hemisphere, Southern Hemisphere, Longitude and latitude **Direction Vocabulary:** North, Northeast, East, Southeast, South, Southwest, West, Northwest.	**Positional Vocabulary:** Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, time zones, Prime/Greenwich Meridian. **Direction Vocabulary:** North, Northeast, East, Southeast, South, Southwest, West, Northwest.

	Map Skills:	**Grid References:** Letter and number co-ordinates. **Compass Points:** 4 point compass directions to follow and give directions. **Map Work:** Draw a simple map from imagination, stories or knowledge. Create and use symbols in a key. Interpret simple symbols on a map Describe features and routes on a map. Give and follow directions and routes on a simple map	**Grid References:** 4 figures. **Compass Points:** 8 point compass directions to follow and give directions. **Map Work:** Draw a map of a short route from knowledge and journeys Use OS symbols in a key. Interpret symbols on a map. Describe features and routes on a map. Give and follow directions and routes on a detailed map.	**Grid References:** 6 figures Latitude and longitude. **Compass Points:** 8 point compass directions to follow and give directions. **Map Work:** Draw maps with detail and accuracy. Use OS symbols in a key Interpret symbols and numbers on a map. Describe features and routes on a map and compare to photos. Give and follow directions and routes on a detailed map, e.g. OS Use a scale to measure distances.
	Resources:	**Maps:** Globe, world map, UK map, infant atlas, large scale OS map **Visual Resources:** Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw	**Maps:** Globe, world map, UK map, junior atlas, OS maps, computer mapping (GIS). **Visual Resources:** Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw.	**Maps:** Globe, world map, UK map, junior atlas, OS maps, computer mapping (GIS), atlas contents and index page. **Visual Resources:** Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw.

	Enquiry:	Child centred, interpreted by the child's imagination, subjective. Identify, describe, explain, compare, evaluate. Ask and answer questions in isolation and sequence. Think about how different people may have a different opinion. **Fieldwork:** Teacher led question and enquiry, observations to recognise features, basic sketch to show features, photos to record features, group work with an adult, simple observations to use as evidence to reach a simple conclusion.	Identify, describe, explain, compare, evaluate. Ask and answer questions of themselves, other people and environments. Explain why different people may have different opinions. **Fieldwork:** Teacher led question and child led conclusion, observations to spot patterns, measurements and recordings using a simple tally, standard units and technology such as cameras, measuring equipment and apps, findings presented as sketch maps, plans, graphs or using digital technologies, conclusions explained and evidenced to compare places.	Accurate, precise and reduced amount of subjectivity. Identify, describe, explain, compare, evaluate. Ask and answer questions of themselves, other people and environments. Explain and understand why different people may have different opinions. **Fieldwork:** Child led question, enquiry and conclusion, observations, measurements and recordings of primary and secondary data, findings presented in a range of maps and graphs including use of paper and digital technologies, explained, evidenced and evaluated conclusion to compare places.