**Beechwood Primary School**

**Geography Progression of Skills**

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| **Geographical skills and fieldwork** | |
| **EYFS: Reception** | **Understanding the world; Development matters and Early Learning Goals** |
| Ask questions about the world around them.  Commenting on the features they see in their school and school grounds.  Answering simple questions, guided by the teacher.  Drawing some of the features they notice in their school and school grounds.  Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.  Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.  Beginning to use modelled directional vocabulary when describing features in the surrounding environment.  Recognising features on maps (real or imaginary).  Draw real or imaginary maps even if features are indistinguishable. | **Development matters**  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Understand that some places are special to members of their community  Draw information from a simple map.  **Early Learning Goals**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. |
| To know that a map is a picture of a place.  To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind) | 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. |
| **Year 1** | **National curriculum - end of KS1 Pupils should be able to:** |
| Using an atlas to locate the UK.  Using a map of the UK to locate the four countries.  Beginning to use an atlas to locate the four capital cities of the UK.  Using a world map and globe to locate two of the world’s seven continents (Europe and Asia).  Using an atlas to locate the Atlantic Ocean and Pacific Ocean. | 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 |
| Using directional language to describe the location of objects in the classroom and playground.  Using directional language to describe features on a map in relation to other features (real or imaginary).  Responding to instructions using directional language to follow routes.  Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. | 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 |
| Recognising local landmarks on aerial photographs .  Recognising basic human features on aerial photographs.  Recognising basic physical features on aerial photographs.  Drawing freehand maps (of real or imaginary places) using simple pictures or  symbols.  Drawing a simple sketch map of the classroom and playground using simple  pictures, colours or symbols to represent features.  Adding labels to sketch maps.  Using simple picture maps and plans to move around the school. | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key |
| To know that an aerial photograph is a photograph taken from the air above.  To know that atlases give information about the world and that a map tells us information about a place.  To know that a map is a picture of a place, usually drawn from above.  To know that symbols are often used on maps to represent features.  To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).  To know what a sketch map is. | Key skills |
| **Year 2** | **National curriculum - end of KS1 Pupils should be able to:** |
| Recognising why maps need a title.  Using an atlas to locate the four capital cities of the UK.  Using a world map, globe and atlas to locate all the world’s seven continents.  Using a world map, globe and atlas to locate the world’s five oceans. | 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 |
| Recognising landmarks of a city studied on aerial photographs and plan perspectives.  Recognising human features on aerial photographs and plan perspectives.  Recognising physical features on aerial photographs and plan perspectives.  Drawing a map and using class agreed symbols to make a simple key.  Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.  Finding a given OS symbol on a map with support.  Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).  Using an aerial photograph to draw a simple sketch map using basic symbols for a key. | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key |
| To know that a globe is a spherical model of the Earth.  To begin to recognise world maps as a flattened globe.  To know that a compass is an instrument we can use to find which direction is north.  To know which direction is N, S, E, W on a map.  To know that maps need a title and purpose.  To know that maps need a key to explain what the symbols and colours represent.  To know that an interview can be a way to find out people’s views about their area.  To know that a tally chart is a way of collecting data quickly.  To know that a pictogram is a chart that uses pictures to show data. | Key skills |
| **Key Stage 2** | |
| **LKS2** | **National curriculum - end of KS2 Pupils should be able to:** |
| Beginning to use maps at more than one scale.  Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.  Using atlases, maps, globes and beginning to use digital mapping to  recognise and describe physical features and human features in countries studied.  Using the scale bar on a map to estimate distances.  Finding countries and features of countries in an atlas using contents and  index.  Zooming in and out of a digital map. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.. |
| Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.  Accurately using 4-figure grid references to locate features on a map in regions studied.  Beginning to locate features using the 8 points of a compass.  Using a simple key on their own map to show an example of both physical  and human features.  Following a route on a map with some accuracy.  Saying which directions are N, S, E, W on an OS map.  Making and using a simple route on a map.  Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. | 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. |
| To understand that a scale shows how much smaller a map is compared to real life.  To recognise world maps as a flattened globe.  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.  To know that an OS map shows human and physical features as symbols.  To know that grid references help us locate a particular square on a map.  To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.  To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)  To know an enquiry-based question has an open-ended answer found by research.  To know how to use various simple sampling techniques.  To know what a questionnaire and an interview are.  To know that quantitative data involves numerical facts and figures and is often objective.  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.  To know a Likert scale is used to record people’s feelings and attitudes.  To know that qualitative data involves opinions, thoughts and feelings and is often subjective.  To know what a bar chart, pictogram and table are and when to use which one best to represent data. | Key skills |
| **UKS2** | **National curriculum - end of KS2 Pupils should be able to:** |
| Confidently using and understanding maps at more than one scale.  Using atlases, maps, globes and digital mapping to locate countries studied.  Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.  Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).  Using the scale bar on a map to calculate distances.  Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.  Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.  Beginning to use thematic maps to recognise and describe human and physical features studied.  Using models and maps to talk about contours and slopes.  Selecting a map for a specific purpose. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.  Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.  Confidently locating features using the 8 points of a compass.  Following a short pre-prepared route on an OS map.  Identifying the 8 compass points on an OS map.  Planning a journey to another part of the world using six figure grid references and the eight points of a compass. | 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. |
| To know that contours on a map show height and slope.  To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.\*  To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.  To know that a pie chart can represent a fraction or percentage of a whole set of data.  To know a line graph can represent variables over time.  To be aware of some issues in the local area.  To know what a range of data collection methods look like.  To know how to use a range of data collection methods. | Key skills |