

Progression of Skills In Geography

KEY SKILLS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Geographical Enquiry	<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions • Use NF books, stories, atlases, pictures/photos and internet as sources of information • <u>Begin</u> to collect and record evidence • Analyse evidence and <u>begin</u> to draw conclusions e.g. make comparisons between two locations using photos/pictures, 	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas • Extend to satellite images, aerial photographs • Collect and record evidence <u>with some aid</u> • Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps 	<ul style="list-style-type: none"> • Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. Temperature of various locations – influence of people and everyday life 	<ul style="list-style-type: none"> • Suggest questions for investigating • Use primary and secondary sources in their investigations • Collect and record evidence unaided and with confidence • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, looking at the patterns and explaining the reasons
Place Knowledge	<ul style="list-style-type: none"> • define what a location is. • locate areas of on a world map. • Describe the climate • name some animals that live in each layer. • explain the basic steps of the water cycle using appropriate vocabulary. • use line graphs and bar charts to explore the climate • compare daily life for people living in the place • describe the impact of climate change on local wildlife and the environment. • describe steps taken to protect the location 	<ul style="list-style-type: none"> • identify similarities and differences between a non-volcanic and volcanic area • compare two different countries and state their similarities and differences. 	<ul style="list-style-type: none"> • Identify, describe and give reasons for similarities and differences between contrasting locations • Compare the location and understand the differences in scale of a range of places around the world in relation to each other • Recognise how places fit within a wider geographical context and are interdependent • Use atlases to find out about other features of places 	<ul style="list-style-type: none"> • Identify, describe and explain several reasons for how and why places are similar and different from other places in the same country or elsewhere in the world • Can use atlases to find out about other features of places eg mountain regions and other weather patterns

	<ul style="list-style-type: none"> compare the human and physical geography of differing locations ask and answer questions to compare and contrast differing locations. identify similarities and differences in the human and physical geography of the UK and another location 			
Direction/Location	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map 	<ul style="list-style-type: none"> Use 4 compass points well and <u>begin</u> to use 8 compass points Use letter/no. co-ordinates to locate features on a map confidently 	<ul style="list-style-type: none"> Use 8 compass points Begin to use 4 figure co-ordinates to locate features on a map 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately Begin to use 6 figure grid refs; use latitude and longitude on atlas maps
Drawing maps	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order Try to make a simple scale drawing 	<ul style="list-style-type: none"> Make a map of a short route experienced with features in correct order Make a simple scale drawing 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data Begin to draw plans of increasing complexity
Using maps	<ul style="list-style-type: none"> Locate places on larger scale maps e.g find UK and India on a globe 	<ul style="list-style-type: none"> Locate places and follow routes on large scale maps e.g. the route of the Danube through Europe 	<ul style="list-style-type: none"> Compare maps with aerial photographs Begin to use atlases to find out about other features of places e.g. the wettest part of the world 	<ul style="list-style-type: none"> Follow a shot route on an OS map describe features shown on OS map. Use atlases to find out about other features of places e.g. mountain regions, climates
Human and Physical	<ul style="list-style-type: none"> Begin to identify points on maps A,B and C 	<ul style="list-style-type: none"> Begin to identify significant places and environments 	<ul style="list-style-type: none"> Identify significant places and environments 	<ul style="list-style-type: none"> Confidently identify significant places and environments
Perspective	<ul style="list-style-type: none"> Begin to draw a sketch map from a high view point 	<ul style="list-style-type: none"> Draw a sketch map from a high view point 	<ul style="list-style-type: none"> Draw a plan view map with some accuracy 	<ul style="list-style-type: none"> Draw a plan view map accurately
Field Knowledge	<ul style="list-style-type: none"> observe, measure, record and present information about a local body of water. use a range of methods, including interviews with locals, annotated 	<ul style="list-style-type: none"> make digital audio recordings for a specific purpose (e.g. traffic noise) 	<ul style="list-style-type: none"> Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with 	<ul style="list-style-type: none"> Suggest relevant questions and make decisions based on knowledge and understanding of data eg school weather station

	<p>sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> • make models, annotated drawings and field sketches to record observations • draw freehand maps of routes (e.g., of a walk to a site in the local area) • relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry • record selected geographical information on a map or large-scale plan, • use colour or symbols and a key 	<ul style="list-style-type: none"> • collect, analyse and present quantitative data in charts and graphs • design and using a questionnaire to collect quantitative fieldwork data (e.g., to compare how far people travel to different types of shop) • conduct interviews (e.g., to investigate which spaces/places local people value) • use simple sampling techniques appropriately (e.g., time sampling when conducting a traffic survey) • use a simplified Likert Scale to record their judgements of environmental quality (e.g., in streets near the school) • develop a simple method of recording their feelings about a place or site 	<p>locals, population data, use of land in the school locality (e.g., classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs.</p> <ul style="list-style-type: none"> • Study and present information about a local river; • Create a working river and observe the physical processes involved. 	<ul style="list-style-type: none"> • Design and use questionnaire to obtain community views on an appropriate subject • Select from appropriate visual media to record evidence e.g., photography, • Use IT to create data files to analyse field work data
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