Geography Skills - Progression through the National Curriculum

Notes:

- NC Criteria are only broken down into KS1 and KS2: the year-by-year assignations are Escomb Primary School Curriculum Offer
- Cross Curricular - maths
- *Specific locations*

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and Place knowledge	Name and locate different parts of the local community. *School grounds*	Name and locate some places in their locality, the UK and wider world. *Escomb Village* *Bishop Auckland* *County Durham* *North East* *Kalahari Desert*	Name and locate significant places in their locality, the UK and wider world. *Escomb School* *Bishop Auckland* *Four Countries of the UK* *Capital Cities of the UK – contrasting London* *British islands* *Africa* *Tanzania*	Name and locate a wider range of places in their locality, the UK and wider world. *Egypt* *Mediterranean*	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. *Rome* *Greece* *Sunderland*	Name and locate an increasing range of places in the world including globally and topically significant features and events. *South America* *Brazil*	Name and locate an extensive range of places in the world including globally and topically significant features and events *Global – topically affected by Climate change*
Human and physical geography	Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.	Describe some places and features using basic geographical vocabulary. *School grounds* *Escomb Park* *Escomb Village* Express their views on some features of their environment e.g. what they do or do not like.	Describe places and features using simple geographical vocabulary. *Escomb Primary School, River Wear, Newton Cap Viaduct, Kynren, Town Hall, Auckland Castle, Auckland Park, River Gaunless, Stan Laurel Statue, Bishop Auckland Train Station* *River Rufiji, Mount*	Use geographical language to describe some aspects of human and physical features and patterns. *River Nile* *Pompeii* *Mediterranean* Make observations about places and	Use geographical language to identify and explain some aspects of human and physical features and patterns *River Wear* *High Force* Describe how features and places change and the links	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. *Amazon Rainforest* *Pacific* *Atlantic*	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people,

			Kilimanjaro, Ngorongoro Crater, Lake Victoria and the Serengeti Plain. Make observations about features that give places their character.	features that change over time.	between people and environments.	Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	places and environments.
Geography Skills: Field Work	Find out about the environment by talking to people, looking at photographs, simple maps and visiting local places	Observe and describe daily and seasonal weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds and the local environment.	Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.	Observe, record, and name geographical features in their local environments.	Observe, record, and explain physical and human features of the environment.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
Geography Skills: Enquiry and Investigation	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world (Meerkats Unit) *Kalahari Desert*	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.	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? Make predictions and test simple hypotheses about people, places and geographical issues.
Geographical Skills: Interpret a Range of Sources of Geographical Information	Use a range of sources such as simple maps, photographs, magnifiers and visiting local places.	Use a range of sources such as simple maps, globes, atlases and images. Know that symbols	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to	Use a range of maps and other sources of geographical information and select the most appropriate for a task.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.

		mean something on maps.	follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	information. Use the eight compass points and recognise some Ordnance Survey symbols on maps.	research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
Geographical Skills: Communicate Geographical Information	Arouse awareness of features of the environments in the setting and immediate local area. E.g. visit to Escomb Park	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where.	Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.
Graphicacy *(the ability to understand and use a map or graph.)* Skills – MAPPING							
Direction / Location Use a compass	Follow simple directions, next to, behind, under (Shape, Space, Measure) Use Beebot to support positional language and direction (UtW –	Follow directions (Up, down, left/right, forwards/backwards) Describe position, direction and movement (Maths)	Follow directions (Up, down, left/right, forwards/backwards including NSEW to describe locations and routes on a map Connect idea of turns to right angles (Maths)	Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map. Start to use idea of degrees to measure turns (Maths)	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. coordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. Draw angles up to 360 degrees (Maths)	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude

	Technology)				Use concepts of acute/obtuse angles, i.e. increasingly turns (Maths)		and longitude on atlas maps.
Representation **Keys and symbols**	Look at signs and symbols on different types of maps for example in school, and the local community. Understand some basic symbols	Use own symbols on imaginary map. Use basic symbols in a key	Begin to understand the need for a key. Use and construct basic symbols in a key *Recognise & Identify basic OS (Ordnance Survey) symbols*	Know why a key is needed. Use standard symbols. Use keys to build knowledge/research Start to understand complex keys. *E.g. size of symbol for quantity* *Start to understand contour lines*	Know why a key is needed. Begin to recognise symbols on an OS map. Use complex keys to build knowledge *e.g. making quantitative estimates based on size of symbol* *Understand contour lines*	Draw a sketch map using symbols and a key; Use/recognise OS map symbols. Start to create complex keys using mathematical concepts *e.g. size of symbol for quantity*	Create complex keys Use/recognise OS map symbols; Use atlas symbols.
Read maps	Follow a simple map of Reception classroom and outdoor area	Follow a simple map of school grounds	Use simple grid references to locate squares on a map (e.g. A1, D7)	Use maps (atlases, globes) to locate and to start to describe features	Use the contents and index of an atlas. *Use oblique and aerial views* Start to use 6 figure grid references	Use maps and atlases, globes and digital/computer mapping to locate and describe features on a map Use 6 figure grid references to build knowledge	Use 6 figure grid references confidently to build knowledge when reading maps *Explain how types of maps give different perspectives*

Draw maps / plans	Draw simple maps, e.g. treasure maps, show routes and areas of interest.	Draw picture maps of imaginary places and from stories. *Trace around simple map shapes to reproduce symbols*	Devise a simple map. Draw a map of a real or imaginary place. (e.g. sketch map of places in stories, school grounds)	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. *Start to draw to scale* (positive integer scaling and simple correspondence (Maths)	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. *Create a scale-bar* *Draw cross sections* (harder integer correspondence (Maths)	Begin to draw a variety of thematic maps based on their own data. *Create a map from fieldwork measurements* Scale by simple factions(Maths)	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Using maps	Use a simple map with symbols to spot features in the school grounds or in the local community.	Use a simple picture map to move around the school Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on a globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Japan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns
Digital maps **Digimaps** **Google Maps** **https://www.google.co.uk/maps**	*Teacher shows images of school on google maps.*	*With support, do a simple location or post-code search online using google maps / digimaps*	Use digital technologies: *zoom in/out on a map* *Begin to highlight and annotate digital maps*	*Start measuring distance on digimaps* *'zoom' for a purpose and example the scale* *Annotate digital maps*	*Accurately measure distance, including non-linear distances* *Annotate digital maps with markers, text, photographs,*	*Use linear and area measuring tools* *Start to use digital maps (and selections from them) at different scales, to*	*Use linear and area measuring tools accurately* *Use careful selections from digital maps to illustrate points*

			(digimaps)	*with text/labels*	*hyperlinks etc* *Use digital maps for a purpose (e.g. select, 'screengrab' & pasta into .pub/.ppt/.doc*	*illustrate a point*	*verbally (e.g. with .ptt) or in written form (e.g. .pub, .doc)*
Styles of maps	Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.
Charts and Graphs *(from Maths NC)*	Simple mark making to collect data – lines to represent number of objects, whole class pictograms (teacher led) – 2 simple	Tallies and simple tables (Maths)	Pictograms, tally charts, block diagrams, simple tables (Maths)	Bar charts (e.g. not blocks) use more complex tables (Maths)	Time graphs and 'other charts' Use discrete and continuous data (Maths)	Complete and interpret tables, including timetables Calculate the mode and range (Maths)	Read, interpret and use pie charts and line graphs Calculate the mean (Maths)