

SABDEN PRIMARY SCHOOL



PROGRESSION OF SKILLS IN GEOGRAPHY

| Year Group | <u>Key Skills</u> |
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| Year 1 | <p>Draw, speak or write about simple geographical concepts e.g. garden, route map, place in a story</p> <p>Ask and answer simple geographical questions such as what, where, who e.g. what is it like to live in this place?</p> <p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world</p> <p>Use simple fieldwork and observational skills when studying the geography of their school and its ground including human and physical features</p> <p>Use a range of sources such as simple maps, globes, atlases and images at different scales</p> <p>Locate land and sea on maps</p> <p>Use simple electronic globes and maps</p> <p>Know that maps give information about places in the world (where and what)</p> <p>Use directional and locational language to describe features and routes e.g. left/right, forward/backwards</p> |
| Year 2 | <p>Create their own simple maps and symbols</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments</p> <p>Identify seasonal and daily weather patterns</p> <p>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes</p> <p>Use simple compass directions</p> <p>Use cameras and audio equipment to record geographical features, changes, differences, e.g. weather. Seasons, vegetation, buildings, etc.</p> <p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Know that symbols mean something on maps</p> <p>Find a given OS symbols on a map with support</p> <p>Look down on objects and make a plan e.g. classroom or playground</p> |
| Year 3 | <p>Express opinions on environmental issues and recognise how people can affect the environment both positively and negatively</p> <p>Communicate geographical information through a range of methods including the use of ICT</p> <p>Identify similarities, differences, patterns when comparing places and features</p> <p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information</p> <p>Use the right compass points</p> <p>Recognise some Ordnance Survey symbols on maps</p> |

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| | <p>Make comparisons with their own lives and their own situation with other places around the world</p> <p>Observe, measure and record the human and physical features of the local area using a range of methods e.g. sketch maps, cameras</p> <p>Make and use simple route maps and maps of small areas with features in the correct place</p> |
| Year 4 | <p>Express opinions on environmental issues and recognise that other people may think differently</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people</p> <p>Observe, record and explain physical and human features of the environment</p> <p>Use a range of sources including digital and Ordnance Survey maps, globes and satellite images to research and present geographical information</p> <p>Recognise some standard Ordnance Survey symbols on maps</p> <p>Link features of maps to photos and aerial views</p> <p>Use the eight points of a compass</p> <p>Make links between features observed in the environment to those on maps and aerial photos</p> <p>Use the zoom facility on digital maps to locate places at different scales</p> <p>Make use of geography in the news</p> |
| Year 5 | <p>Ask and respond to questions that are more causal e.g. why is that happening in that place? Could it happen here?</p> <p>Recognise geographical issues affecting people in different places and environments</p> <p>Observe, measure and record human and physical features using a range of method including sketch maps, cameras and digital technologies e.g. data loggers</p> <p>Use a wide range of maps, atlases and digital maps to locate places and features studied</p> <p>Relate different maps to each other and to aerial photos</p> <p>Interpret and use thematic maps</p> <p>Use latitude and longitude on a globe or atlas</p> <p>Communicate geographical information in a variety of ways including maps, diagrams, writing at increasing length</p> <p>Use appropriate search facilities when locating places on digital/online maps and websites</p> <p>Collect and present geographical data electronically e.g. through electronic questionnaires and surveys</p> |
| Year 6 | <p>Ask and respond to questions that are more causal e.g. what happened in the past to cause that? How likely is it to change in the future?</p> <p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</p> <p>Relate different maps to each other and to aerial photos.</p> <p>Create sketch maps using symbols and keys</p> <p>Use the scale bar on maps</p> <p>Observe, measure and record human and physical features using a range of methods including cameras and other digital technologies e.g., data loggers</p> <p>Use more precise geographical language relating to physical and human processes</p> <p>Start to explain satellite imagery</p> <p>Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.</p> |