

Longfields Skills Progression Geography

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Range 3 UW PC</p> <ul style="list-style-type: none"> Is interested in photographs of themselves and other familiar people and objects. Enjoys stories about people and nature. Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. <p>Range 4 UW TW</p> <ul style="list-style-type: none"> Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. <p>Range 4 CL S</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world. Uses a variety of questions. <p>Range 5 CL S</p> <ul style="list-style-type: none"> Questions why things happen and gives explanations. <p>Range 5 UW TW</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world. 	<p>Geographical enquiry</p>	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places 	<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. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations 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. Investigate places with more emphasis on the larger scale; contrasting and distant places 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 on people/everyday life 	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it

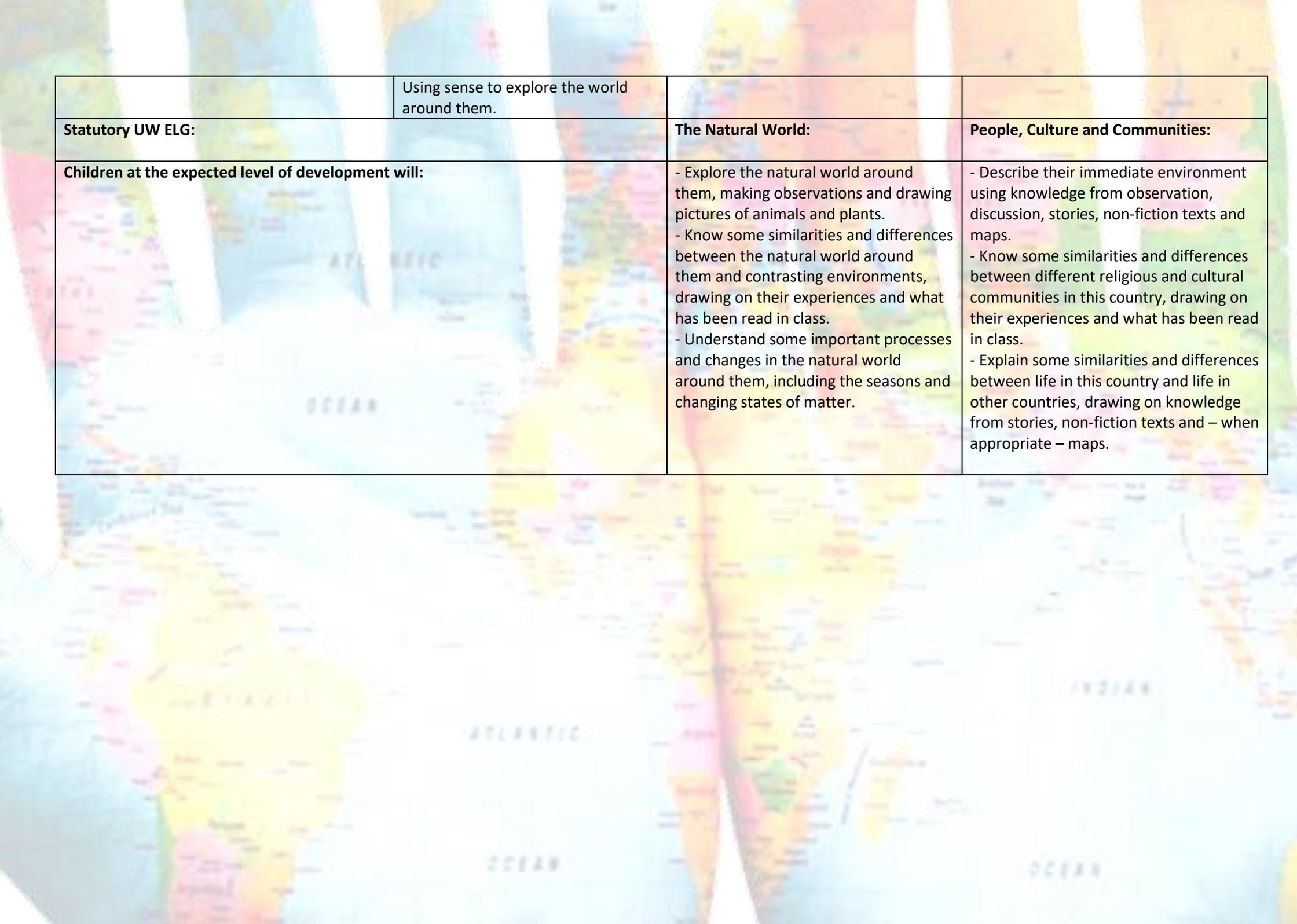
<ul style="list-style-type: none"> Developing an understanding of growth, decay and changes of time. Shows care and concern for living things and the environment. Beginning to understand the effect their behaviour can have on the environment. <p>Range 6 UW TH</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and changes in nature. Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary from one another. Makes observations about animal and plants and explains why some things occur, and talks about changes. 							
<p>Range 5 M SA</p> <ul style="list-style-type: none"> Responds to and uses language of position and direction <p>Range 6 M SA</p> <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints 	<p>Direction/ Location</p>	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW) 	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. coordinates to locate features on a map confidently 	<ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure coordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.

<p>Range 5 EAD CM</p> <ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience <p>Range 6 EAD CM</p> <ul style="list-style-type: none"> Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. <p>Range 6 M SA</p> <ul style="list-style-type: none"> May enjoy making simple maps of familiar and imaginative environments, with landmarks 	<p>Drawing maps</p>	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) 	<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.
<p>Range 5 EAD CM</p> <ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience <p>Range 6 M SA</p> <ul style="list-style-type: none"> May enjoy making simple maps of familiar and imaginative environments, with landmarks 	<p>Representation</p>	<ul style="list-style-type: none"> Use own symbols on imaginary map. 	<ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key 	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols. 	<ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map. 	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map symbols. 	<ul style="list-style-type: none"> Use/recognise OS map symbols; Use atlas symbols.
<p>Range 6 M SA</p> <ul style="list-style-type: none"> May enjoy making simple maps of familiar and imaginative environments, with landmarks 	<p>Using maps</p>	<ul style="list-style-type: none"> Use a simple picture map to move around the school; Recognise that it is about a place. 	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places. 	<ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. 	<ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS 	<ul style="list-style-type: none"> Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map.

				whilst orienteering)		map to find local village.) <ul style="list-style-type: none"> Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) 	<ul style="list-style-type: none"> Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Range 6 M SA <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints 	Scale/Distance	<ul style="list-style-type: none"> Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> Measure straight line distance on a plan Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.
	Perspective	<ul style="list-style-type: none"> Draw around objects to make a plan. 	<ul style="list-style-type: none"> Look down on objects to make a plan view map. 	<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
Range 6 M SA <ul style="list-style-type: none"> May enjoy making simple maps of familiar and imaginative environments, with landmarks 	Map knowledge	<ul style="list-style-type: none"> Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. 	<ul style="list-style-type: none"> Locate and name on UK map major features e.g. London, River Thames, home location, seas. 	<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
Range 5 EAD CM <ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Range 6 M SA <ul style="list-style-type: none"> May enjoy making simple maps of familiar and imaginative environments, with landmarks 	Style of map	<ul style="list-style-type: none"> Picture maps and globes 	<ul style="list-style-type: none"> Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> Use index and contents page within atlases Use medium scale land ranger OS maps. 	<ul style="list-style-type: none"> Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe

EYFS

CofEL	Playing & Exploring Showing curiosity about objects, events and people.	Active Learning Showing a deep drive to know more about people & their world.	Thinking Creatively & Critically Developing ideas of grouping, sequences, cause and effect.
--------------	---	---	---



Using sense to explore the world around them.

Statutory UW ELG:

The Natural World:

People, Culture and Communities:

Children at the expected level of development will:

- Explore the natural world around them, making 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.

- 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.