







Geography Progression of Skills at Tannery Drift First School


Skill	Early Years	Year 1	Year 2	Year 3	Year 4
<p>Locational Knowledge</p> 	<p>Know they live on Earth and in England.</p> <p>Know what road the school is on.</p> <p>Know what road they live on.</p> <p>Know they live in Royston.</p>	<p>Understand the concept of the world.</p> <p>Understand our country is part of the continent Europe.</p> <p>Name and locate the 4 countries of the UK.</p> <p>Talk about the main features of one of the four countries that make up the UK.</p> <p>Understand the UK is an island and is surrounded by the sea.</p> <p>Know that the world is made up of 7 continents & 5 oceans.</p>	<p>Name and locate the capital cities of the 4 countries of the UK.</p> <p>Know the UK is surrounded by sea and name the seas surrounding it.</p> <p>Name and locate the 5 oceans and the 7 continents.</p> <p>Name, locate and identify the main characteristics (physical and human) of the four countries and capital cities of the UK.</p>	<p>Name and locate cities and counties of the UK.</p> <p>Use maps to locate countries in Europe.</p> <p>Identify environmental regions, key physical and human characteristics, countries, and major cities of places studied within the UK and Europe.</p> <p>Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere.</p>	<p>Identify environmental regions, key physical and human characteristics, countries, and major cities of places studied within the UK and Europe.</p> <p>Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere.</p>
<p>Place Knowledge</p> 	<p>Recognise that some environments are different to their own.</p> <p>Identify features in the school grounds.</p> <p>Identify features in the wider local area and if they are different to where they live.</p> <p>Identify what features are natural and man-made.</p> <p>With support, using stories and role play, know some areas nationally and globally that are different to their own and what are the features of those areas.</p>	<p>Recognise some similarities and differences of geographical features in my own immediate environment.</p> <p>Identify a rural and urban location, relative to where your school is.</p> <p>Identify some human and physical features of their local town.</p> <p>With support compare their local area with a contrasting local area in a non-European country (Kenya) identifying some similarities and differences.</p>	<p>Identify some of the key features of a location and whether it is a city, town, village, coastal, urban or rural area from sources (pictures-aerial shots, fieldwork etc.).</p> <p>Identify human and physical features of London and make comparisons with other places studied.</p> <p>Compare a British seaside to a seaside in a non-European country, identifying similarities and differences of their physical and human geography.</p>	<p>Recognise some similarities and differences of geographical features in two local areas.</p> <p>Compare the similarities and differences of physical and human geographical features in a town, city, village and hamlet.</p> <p>Understand the human and physical geography of a larger area within the United Kingdom.</p> <p>Identify the geographical similarities and differences between London and a European area.</p>	<p>Understand how land is used in different places and why people choose to settle in different places.</p> <p>Identify human and physical features of their local city and make comparisons with other places.</p>

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<p data-bbox="78 451 293 515">Human and Physical Features</p> 	<p data-bbox="331 448 611 536">Understand the effect of changing seasons on the natural world around them.</p> <p data-bbox="331 576 640 632">Know about weather and how they dress for certain seasons.</p> <p data-bbox="331 671 651 823">Identify man-made and natural objects in locality and contrasting localities they have learnt about through stories or teaching.</p>	<p data-bbox="689 153 965 209">Know how the land is used around the local area.</p> <p data-bbox="689 248 1021 504">With support, use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.</p> <p data-bbox="689 544 1016 791">Find some physical and human features such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of a non-European country.</p> <p data-bbox="689 831 981 951">Know about weather in their locality, what happens in different seasons and how weather changes daily.</p> <p data-bbox="689 991 1016 1110">Know that there are hot and cold areas of the world, and this is linked to the Equator and North and South Poles.</p>	<p data-bbox="1048 137 1375 320">Identify how the land is used around the local area and compare and contrast how the use of land differs in each locality studied (London/coastal town).</p> <p data-bbox="1048 360 1375 584">Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.</p> <p data-bbox="1048 624 1379 839">Identify the physical and human features such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features on maps.</p> <p data-bbox="1048 879 1379 1031">Identify some 'hot' and 'cold' countries/places and know what it is like there (weather, temperature, plants and animals etc).</p> <p data-bbox="1048 1070 1379 1126">Locate the Poles and Equator on a map/globe.</p>	<p data-bbox="1406 376 1794 504">Describe and understand key aspects of physical geography, including climate zones, biomes, and vegetation belts.</p> <p data-bbox="1406 544 1794 663">Describe and understand mountains, volcanoes and earthquakes as well as their impact on physical and human geography of an area.</p> <p data-bbox="1406 703 1760 791">Compare the similarities and differences in the physical and human features of two local areas.</p>	<p data-bbox="1816 424 2130 512">Describe and understand how places trade with other places across the world.</p> <p data-bbox="1816 552 2152 679">Describe and understand how natural resources are distributed across the world including food and water.</p> <p data-bbox="1816 719 2168 807">Describe and understand different types of settlement and how land is used.</p>

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<p data-bbox="91 671 226 703">Map Work</p> 	<p data-bbox="271 480 528 539">Draw information from a map:</p> <p data-bbox="271 579 506 667">-know what road the school is on -know the street they live on</p> <p data-bbox="271 707 461 766">-know they live in Royston</p> <p data-bbox="271 869 528 1121">Talk about what they see in maps and aerial pictures of the local area (some children will draw imaginary maps from stories or create plan or drawn maps of the local area).</p>	Direction Locations			
		<p data-bbox="553 280 875 403">Follow directions (Up, down, left/right, forwards/backwards) and be introduced to the four compass points (NSEW).</p>	<p data-bbox="913 280 1214 403">Follow directions (using directional language from year 1 and including the four compass points (NSEW).</p>	<p data-bbox="1252 280 1574 403">Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map with support.</p>	<p data-bbox="1630 201 2152 260">Use 4 compass points well when following or giving directions.</p> <p data-bbox="1630 300 2045 323">Begin to use/know the 8 compass points.</p> <p data-bbox="1630 363 2134 422">Use letter/no. co-ordinates to locate features on a map confidently.</p> <p data-bbox="1630 462 2078 486">Be introduced to 4 figure OS grid references.</p>
		Drawing Maps			
		<p data-bbox="553 679 857 738">Draw a simple picture map of known or imaginary places.</p>	<p data-bbox="913 647 1227 770">Draw or create a map of a real or imaginary place adding detail and information, similar to maps they have seen.</p>	<p data-bbox="1252 663 1581 754">Try to make a map of a short route experienced, with features in correct order.</p>	<p data-bbox="1630 647 2101 707">Make a map of a short route experienced, with features in correct order.</p> <p data-bbox="1630 746 1933 770">Make a simple scale drawing.</p>
		Representation			
		<p data-bbox="553 983 875 1042">Be exposed to symbols used on maps.</p> <p data-bbox="553 1082 875 1141">Use own symbols on imaginary map.</p>	<p data-bbox="913 983 1214 1042">Be shown what a key is on map and why it is important.</p> <p data-bbox="913 1082 1205 1141">Use class agreed symbols to make a simple key.</p>	<p data-bbox="1252 951 1581 1074">Know why a key and symbol is needed and be able to identify a range of simple common place symbols.</p> <p data-bbox="1252 1114 1597 1173">Start to think of symbols and keys they can use in their map work.</p>	<p data-bbox="1630 967 2123 1058">Know why a key is needed and begin to be more confident in the use of keys and symbols in their work.</p> <p data-bbox="1630 1098 2134 1157">Begin to recognise more symbols on tourist maps and on some OS maps.</p>
		Using Maps			
		<p data-bbox="553 1286 880 1345">Use a simple picture map to identify places around a school.</p> <p data-bbox="553 1385 875 1444">Recognise that maps are about a place.</p>	<p data-bbox="913 1286 1182 1345">Follow a simple route on a map.</p> <p data-bbox="913 1385 1182 1444">Use a plan view to identify known places.</p>	<p data-bbox="1252 1318 1581 1409">Locate places on larger scale maps e.g., map of Europe, world maps.</p>	<p data-bbox="1630 1318 2134 1409">Locate places on large scale maps and maps of different sizes, (e.g., find UK or Spain on globe and other maps).</p>

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<p>Map Work</p> 		Scales and Distances			
		Use relative vocabulary of scale (e.g. bigger/smaller).	Begin to spatially match places on different maps (e.g., recognise UK on a small scale and larger scale map)	Begin to match boundaries (e.g., find same boundary of a country on different scale maps.	Begin to match boundaries (e.g., find same boundary of a country on different scale maps.)
		Perspective			
			Look down on objects to make a plan view map.	Begin to draw a sketch map from a high viewpoint.	Draw a sketch map from a high viewpoint.
		Map Knowledge			
		<p>Learn names of some places within/around the UK (linked to topics) using maps.</p> <p>Identify the 7 continents and 5 oceans on maps.</p>	<p>Locate and name on UK map major features e.g. London, Cardiff and recognise countries linked to topic on maps.</p> <p>Locate and name the 7 continents and 5 oceans on maps.</p>	Begin to identify key features on different types of maps, including OS maps.	Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers).
Style of Map					
<p>Use picture maps and globes.</p> <p>Use large scale world maps of continents.</p> <p>Use large scale teacher drawn maps.</p> <p>Be exposed to age-appropriate atlases.</p>	<p>Use teacher drawn base maps.</p> <p>Use an infant atlas with increasing confidence.</p> <p>Start to explore different maps of the same area.</p>	<p>Use a range of maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p>	<p>Use large scale OS maps and other maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p>		

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<p data-bbox="96 592 219 619">Fieldwork</p> 	<p data-bbox="271 432 521 555">Children can take pictures with support of man-made and natural objects in the local area.</p> <p data-bbox="271 659 528 778">Make simple drawings of man-made and natural features of the local area and wider local area.</p> <p data-bbox="271 887 506 1010">Use age-appropriate mathematical skills to count objects linked to geography.</p>	Gathering information			
		<p data-bbox="555 368 857 587">Listen to an adult asking another child or adult about familiar environments or activities and with support identify what parts give us an insight into the geography of that area.</p> <p data-bbox="555 627 869 746">Name and describe what they can see around the school grounds and further afield (trip dependent).</p>	<p data-bbox="916 209 1294 236">Ask an adult, pre-prepared questions.</p> <p data-bbox="916 272 1294 392">Gather information using a range of methods (counting, tally, pictures etc) and say with support why they might use a certain method over another.</p> <p data-bbox="916 432 1294 552">Take a journey to a contrasting local area via bus, train or walking etc. and gather information on what the area has.</p> <p data-bbox="916 592 1285 683">Investigate the local area and talk to people to find out why they have visited these areas.</p> <p data-bbox="916 722 1290 813">Investigate an environmental issue linked to the local area and carry out a survey into it with local people.</p> <p data-bbox="916 853 1267 912">Use compass points to help gather information.</p>	<p data-bbox="1330 448 1675 568">Gain confidence in speaking to an unfamiliar person when collecting data. Record some of what they found out.</p> <p data-bbox="1330 608 1671 667">Use a simple database to present findings.</p>	<p data-bbox="1724 448 2112 507">Suggest questions to ask as part of an investigation.</p> <p data-bbox="1724 547 2157 606">Use appropriate geographical vocabulary. Record the main points shortly after.</p> <p data-bbox="1724 646 2085 673">Use a database to present findings.</p>
		Sketching and drawing information			
		<p data-bbox="555 1038 864 1098">Draw features they observe in their familiar environment.</p> <p data-bbox="555 1137 880 1257">Sketch and draw certain aspects of physical and human geography in areas contrasting their own locality.</p>	<p data-bbox="916 1054 1301 1174">Draw what they observe when collecting information and add colour, texture and detail to prepared field sketches.</p> <p data-bbox="916 1214 1218 1241">Add labels to correct features.</p>	<p data-bbox="1330 1070 1671 1225">Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help.</p>	<p data-bbox="1724 1070 2168 1225">Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate sketch with descriptive and explanatory labels. Add title, location and direction to sketch.</p>

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<p data-bbox="96 560 215 587">Fieldwork</p> 		Collecting audio and visual information			
		<p data-bbox="555 320 835 440">Take a photo as a record of what they have seen when exploring different environments.</p>	<p data-bbox="913 240 1305 360">Take a photo as a record of what they have seen when exploring different environments and compare different photos.</p> <p data-bbox="913 400 1294 520">Take a recording of what they have seen and heard when exploring different environments and compare videos.</p>	<p data-bbox="1328 225 1686 344">Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location.</p> <p data-bbox="1328 384 1664 440">Point out useful views/sounds to record for their investigation.</p> <p data-bbox="1328 480 1709 536">Watch/listen carefully to recordings and write what they find out.</p>	<p data-bbox="1724 193 2083 248">Suggest how photos provide useful evidence for their investigations.</p> <p data-bbox="1724 288 2027 312">Use a camera independently.</p> <p data-bbox="1724 352 2128 408">Locate a photo on a map. Annotate the photo.</p> <p data-bbox="1724 448 2161 568">Suggest what sounds/images to record for their investigation. Commentate on the recording, describing and explaining what they see.</p>
		Measuring			
		<p data-bbox="555 703 891 823">Use age-appropriate mathematical knowledge to count objects when carrying out fieldwork.</p>	<p data-bbox="913 687 1283 839">Use age-appropriate mathematical knowledge to count known objects when carrying out fieldwork using different methods (tally, counting in 2s).</p>	<p data-bbox="1328 703 1675 759">Use every day standard and non-standard units occasionally.</p> <p data-bbox="1328 799 1630 823">Begin to organise recordings.</p>	<p data-bbox="1724 703 2112 727">Use different instruments to measure.</p> <p data-bbox="1724 767 2128 823">Count / record different types of information simultaneously with a tally.</p>
		Representing information			
		<p data-bbox="555 1023 891 1110">With support create a tally chart and pictogram of found information.</p>	<p data-bbox="913 991 1261 1046">Create a tally and pictogram from information gathered.</p> <p data-bbox="913 1086 1294 1142">Say what they have found as a result of fieldwork.</p>	<p data-bbox="1328 1007 1686 1126">Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs).</p>	<p data-bbox="1724 975 2161 1062">Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs).</p> <p data-bbox="1724 1102 2083 1158">Organise results electronically on a spreadsheet.</p>