



## Mere Brow CE Primary School

### GEOGRAPHY Skills Progression Map - Early Years Foundation Stage to Year 6

Progression in Geography Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical language</b>	Geographical language to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Geographical language to describe feature or location e.g hill/local/road/coastline/ woods. Vocabulary linked to topics (see Knowledge Organisers).	Geographical language to describe feature or location e.g. valley/hill/local/woods/village/farmland. Directional language including 4 compass points: N,S,E,W. Vocabulary linked to topics (see Knowledge Organisers).	Geographical language to describe route and direction linking N/S/E/W with degrees on the compass. Vocabulary linked to topics (see Knowledge Organisers).	Geographical language to describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE. Vocabulary linked to topics (see Knowledge Organisers).	Geographical language to describe route and direction, location linking 8 points of compass to degrees on compass. Vocabulary linked to topics (see Knowledge Organisers).	Geographical language to describe route, direction, location linking 8 points of compass to degrees on compass. Vocabulary linked to topics (see Knowledge Organisers).
<b>Enquiry (builds on questions from previous years)</b>	Make comments about what they have heard and ask questions to clarify their understanding.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  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.	Ask geographical questions e.g. what is it like to live in this place? use a range of sources to find out characteristic features of the past	Ask geographical questions –where is this place? what is it like? How has it changed? What would it be like to live in this place? (empathy)	Ask geographical questions: where is this location? What do you think about it? What would it be like to live there? (empathy) identify reasons for and results of people's actions	Ask questions –what is this landscape like? what will it be like in the future? offer a reasonable explanation for some events	Ask questions: what is this landscape like? how has it changed? What made it change? how is it changing?	Ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed?
		Express own views about a place, people, environment	Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences	Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population	Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps	Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life	Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain
		Recognise how places have become the way they are e.g. shops (patterns and processes)	Recognise how places have become the way they are e.g. shops (patterns and processes)	Identify and explain different views of people including themselves, explore geographical issues such as recycling.	Identify and explain different views of people including themselves	Identify and explain different views of people including themselves design and use questionnaires to obtain views of others on a subject	Identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views
		Observe and record e.g. identify buildings on a street – memory maps	Observe and record in different ways eg. sketches, diagrams, ICT	Collect and record evidence, record measurement of river width/ depth/ velocity	Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (elearning, atlases)	Collect and record evidence. conduct a land use survey categorise codes	Collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns



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<b>Communication</b>	Communicate in a range of ways eg: talking, role play, drawing pictures to represent ideas.	Communicate in different ways e.g. pictures/ pictograms simple maps/sketches/ labelled diagrams	Communicate in different ways – pictures, writing, charts	Communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper	Communicate in ways appropriate to task and audience	Communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new	Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school
<b>Fieldwork techniques</b>	Explore the outdoors using senses.	Use simple field sketches, use equipment such as a camera.	Use simple field sketches and diagrams, use equipment such as camera, compass.	Use more detailed field sketches and diagrams	Use more detailed field sketches and diagrams	Field sketches should show understanding of pattern/ movement/ change	Field sketches should show understanding of pattern/ movement/ change
<b>Map and Atlas work</b>	Explore large scale maps, playground map, treasure maps and road maps.	Make simple maps and plans, explore maps of the local area	Use globes, maps, plans at a range of scales including aerial and front-facing view, locate countries, draw information from a map	Draw maps more accurately: plan view, use key accurately, use contents/index to locate page quickly and accurately, use digital maps.	Draw accurate maps – develop more complex key use, contents/index to locate position of location including page/coordinates, develop digital map skills.	Draw in scale – accuracy of scale locate information/ place with speed and accuracy, use key to make deductions about landscape/ industry/ features etc	Locate information/ place with speed and accuracy, use key to make deductions about landscape/ industry/ features