

**Welbourn C of E Primary School**

‘Believe, Excite, Succeed, Together’

Geography progression of skills

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|  | Reception | KS1 | LKS2 | UKS2 |
| Locational/place |  | |  | | --- | | Follow directions (Up, down, left/right, forwards/backwards) |  |  | | --- | | Follow directions (including NSEW) | | Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.  Locate and name on UK map major features e.g. London, River Thames, home location, seas. | | Use 4 compass points well:  Begin to use 8 compass points  Use letter/no. co-ordinates to locate features on a map confidently.  Begin to identify significant places and environments stated within KS2 N.C | Use 8 compass points;  Begin to use 4 figure co-ordinates to locate features on a map.  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 and longitude on atlas maps.  Confidently identify significant places and environments stated within KS2 N.C |
| Human/Physical |  | Identify seasonal and daily weather patterns in the United Kingdom.  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Use basic geographical vocabulary to refer to:   * key physical features, including:, forest, hill, mountain, soil, valley, vegetation,. * key human features, including: city, town, village, factory, farm, house, office.   Use basic geographical vocabulary to refer to:   * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | Describe and understand key aspects of:  Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.  Human geography including trade links in the Pre-roman and Roman era.  Types of settlements in Early Britain linked to History. Why did early people choose to settle there?  Describe and understand key aspects of:  Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)  Types of settlements in modern Britain: villages, towns, cities. | Describe and understand key aspects of :  Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.  Human geography including trade between UK and Europe and ROW  Fair/unfair distribution of resources (Fairtrade).  Types of settlements in Viking, Saxon Britain linked to History.  Describe and understand key aspects of :  Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.  Distribution of natural resources focussing on energy |
| Geographical |  | |  | | --- | | 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.  Make appropriate observations about why things happen.  Make simple comparisons between features of different places.    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. | | |  | | --- | | 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 |  |  | | --- | | 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 | | |  | | --- | | 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 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 | |
| Fieldwork skills |  | Listen to an adult asking another child or adult about familiar environments or activities, eg, *About their home or holidays*.  Ask a familiar person prepared questions, eg *"What do you like best about our playground?".*  Use a pro-forma and put ticks in boxes.  Draw an outline of simple features they observe.  Add colour, texture and detail to prepared field sketches.  Join labels to correct features. | Gain confidence in speaking to an unfamiliar person.  Records some of what they found out, eg *talking to a builder about where materials come from*.  Use a simple database to present findings.  Suggest questions to ask as part of an investigation.  Use appropriate geographical vocabulary.  Record the main points shortly after eg *Asks questions to a policeman about road safety issues in a town.*  Use a database to present findings.  Pick out the key lines and features of a view in the field using a viewfinder to help.  Annotate their sketch with descriptive and explanatory labels.  Add title, location and direction to sketch. | Prepare questions for an interview.  Use appropriate language.  Ask questions that are responsive to the interviewee’s views.  Make brief notes during an interview to help them make a clear record of the main points.  Use a database to interrogate and amend information collected.  Select interviewing as an appropriate method for collecting evidence.  Decide on an appropriate interviewee.  Prepare and carry out interview, sometimes in a formal situation.  Evaluate the quality of the evidence.  Use a database to interrogate and amend information collected.  Select field sketching from a range of techniques for an investigation.  Evaluate quality of the evidence it gives.  Annotate sketches to describe and explain geographical processes and patterns. |