



Codicote C of E School Progression of skills in Geography

	Nursery / Reception		Year 1	Year 2
	School and home environment		School and local area	The local area and a contrasting country or locality (e.g. Africa, India, seaside town)
Early Learning Goals Maths – positional vocabulary Knowledge and understanding of the world	<ul style="list-style-type: none"> Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them Recognise some environments that are different to the one in which they live Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. The Natural World 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. 	Geography enquiry	To investigate surroundings, making observations about where things are. They may record things they see e.g. drawing, photo, video.	To investigate surroundings, e.g. through making observations, drawing, taking photos and asking questions about features they see. Make simple comparisons between simple features of different places.
		Fieldwork	Recognise a photo or video of a familiar environment e.g. school or local area and discuss. Use every day language to describe features e.g. bigger, smaller, far away, near, quiet, busy.	To ask and record questions about a place. With support, to label a photo or picture of a place.
		Map skills	To recognise maps show a place (real or imaginary) and discuss what they can see. For example, they may identify Mr McGregor’s garden in a map of Beatrix Potter’s Hill Top Farm. To follow or give directions (up, down, forwards, backwards, left, right) e.g. using beebots. To use maps and photos to talk about everyday life e.g. a route to school or where they live. With support, to create a representation through sticking shapes or simple drawing of a location from a story. With support, to use symbols to represent things.	Use an infant atlas or globe, to first locate land and water and later, the continents and oceans. To recognise an aerial photo is taken from above and to begin discussing the features they show. To recognise roads, buildings or fields on a simple map. To begin explaining why places are where they are. With support, to use symbols to represent things.

	Year 3	Year 4	Year 5	Year 6
Context	The local area, contrasting environment and the UK	South America, past and present and the cities and countries of the UK	Europe, water cycle/rivers, historical link to Anglo Saxons and Greeks	Local area study, mountains, map work: contours, co-ordinates, etc. , town names
Geography enquiry	<ul style="list-style-type: none"> To investigate surroundings, e.g. through making observations, creating labelled drawing or simple maps, taking photos and recording information of the things they see. Identify similarities and differences between two different locations using photos, maps or other sources. 	<ul style="list-style-type: none"> To investigate surroundings, e.g. through making observations, creating labelled drawing or simple maps, taking photos and recording information of the things they see. Identify similarities and differences between two different locations or the same place in two different times using photos, maps or other sources, including looking at both physical and human features. To ask questions about or suggest reasons for why an area may have 	<ul style="list-style-type: none"> To investigate surroundings, e.g. through making observations, creating labelled drawing or simple maps, taking photos and recording information of the things they see. Identify similarities and differences between two different locations or the same place in two different times using photos, maps or other sources, including looking at both physical and human features e.g. between an Anglo Saxon settlement and how that area of land looks now. 	<ul style="list-style-type: none"> To investigate their local area, e.g. through making observations, creating labelled drawing or simple maps, information of the things they see, including using tally charts, surveys, photography etc. to record. Ask geographical questions e.g. how is traffic controlled? What are the main problems? How would proposed changes affect the local area? Form and develop opinions e.g. do pupils like/dislike the road/street Draw conclusions and develop informed reasons for changes.

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		<p>changed over time.</p> <ul style="list-style-type: none"> To ask questions and make suggestions about why people may have settled in an area (historical <i>Mayans?</i> or current). 	<ul style="list-style-type: none"> To ask questions about, research and describe, using maps etc. to support, how an area may have changed over time. To ask questions and make suggestions about why may have drawn people to have settled in an area (historical or current). Compare how river use has changed over time and research the impact, e.g on trade, in history. Research and discuss how water affects the environment, settlement, environmental change and sustainability. Study aerial photographs, photographs and maps etc. and link what they can see e.g. recognising a river in an a 	<ul style="list-style-type: none"> To independently follow a line of enquiry or a chosen topic of research e.g. a mountain, planning how to gather information, collating information and presenting it.
Fieldwork	<ul style="list-style-type: none"> To complete fieldwork in school groups or local area. To ask own questions about places and suggest ways in which they may find the answers. Use a simple table, database or chart to record information gathered. To take photos of a local area and add title, date, labels and/or description. 	<ul style="list-style-type: none"> To complete fieldwork in school groups or local area. To undertake a survey or investigation, designing questions and/or a study to conduct. Choose an effective recording and presentation method e.g. tables to collect data. To ask own questions about places and suggest ways in which they may find the answers. Use a simple table, database or chart to record information gathered. To take photos of a local area and add title, date, labels and/or description. 	<ul style="list-style-type: none"> To complete fieldwork in school groups or local area. To ask own questions about places and suggest ways in which they may find the answers. Select a way to gather and record date e.g. simple table, database or chart. Form conclusions based on data gathered. To take photos of a local area and add title, date, labels and/or description. Record measurements of river depth/width. Make field notes/observational notes about river features. Visit a river and locate and explain its features. 	<ul style="list-style-type: none"> Fieldwork/traffic study: Undertake a traffic survey of the main road – tally counting, types of vehicles observed, traffic flow at different times of day, parking problems, varying needs of different groups e.g. shop keepers, senior citizens etc., Collate data collected and record it, ideally using data handling software to produce a graph of results. To complete fieldwork in school groups or local area. To ask own questions about places and suggest ways in which they may find the answers. Select methods for collecting, presenting and analysing data, selecting a way to gather and record date e.g. simple table, database or chart. Analyse evidence and draw conclusions based on data gathered. To present different points of view based on their study e.g. opinions on a new bypass. Make suggestions and reflect on own beliefs. Report on the effects of an environmental change on themselves and others. To take photos of a local area and add title, date, labels and/or description.
Map skills	<ul style="list-style-type: none"> To understand the 8 compass points and use them to explain/identify points on a map. Make a simple map of the classroom or 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital maps to locate countries, mountains, capitals, rivers and surrounding oceans of South America. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe and some of their physical and 	<ul style="list-style-type: none"> To understand the 8 compass points and use them to explain/identify points on a map. To use and experiment with six figure grid

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	<p>school grounds, including main features you would see and a title.</p> <ul style="list-style-type: none"> • Begin to identify points on a map or globe. • Use maps, atlases, globes or digital maps to locate and investigate areas of study. • To use symbols to represent and understand why a key is needed. • To understand a map is a 2D representation of a 3D place. • Locate the UK on a variety of different scale maps 	<ul style="list-style-type: none"> • To understand the 8 compass points and use them to explain/identify points on a map. • To begin to understand and experiment with 4 figure grid references on maps. • Identify local features on a map, and use four figure grid references to describe their location. • To use recognised symbols to identify an area/type of landscape etc. on a map. • Make a simple map including main features you would see, symbols, a key and a title and with support, introduce a simple scale. • To recognise the northern and southern hemisphere. • To use and recognise symbols and a key to represent and identify features on a map. • Identify physical and human features on a map, including those represented by symbols. 	<p>human features (rivers, mountains, borders, capital cities).</p> <ul style="list-style-type: none"> • To understand the 8 compass points and use them to explain/identify points on a map. • To understand and experiment with 4 figure grid references on maps. • Identify features on a map and use four figure grid references to describe their location. • To use recognised symbols to identify an area/type of landscape etc. on a map. • Make a simple map including main features you would see, symbols, a key and a title, including a simple scale e.g. 1cm to 1m. • To recognise the hemispheres, poles, equator etc. • To use and recognise symbols and a key to represent and identify features on a map. • Identify physical and human features on a map, including those represented by symbols. 	<p>references, using them to locate and describe the location of features on a map.</p> <ul style="list-style-type: none"> • To draw a map, with a scale, key, symbols etc. • To recognise ordnance survey symbols. • Name and locate key topographical features/use topographical maps. • On a world map, locate the main countries of each continent. • To understand the significance of latitude and longitude. • To use coordinates (plotting and reading). • To use ordnance survey maps to locate places, to describe locations and to identify roads, natural features and familiar landmarks e.g. buildings in the local area. • Find and recognise places on maps of different scales • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate mountains around the world.