



Geography Skills Progression in Westfield

	Foundation Stage	By the end of Year 2	By the end of Year 4	By the end of Year 6
Geographical Enquiry and Skills	<p>ELGs: <u>The World</u></p> <ol style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. 	<ol style="list-style-type: none"> Use resources and their own observations to ask and respond to questions about places and environment. Carry out simple tasks and select information from resources. Use this info and their own observations to help them ask and respond to questions about places and environments. Make observations about where things are, e.g. within school or local area. Make appropriate observations about why things happen. Make simple comparisons between features of different places. 	<ol style="list-style-type: none"> Offer reasons for some of their observations and for their views and judgements. Analyse evidence and draw conclusions, e.g. make comparisons between locations using photos/pictures/maps. Use skills and sources of evidence to respond to a range of geographical questions. Begin to use appropriate geographical vocabulary to communicate their findings. Investigate places and themes at more than one scale. 	<ol style="list-style-type: none"> Begin to suggest questions for investigating places and environments. Use primary and secondary sources and use appropriate vocabulary to communicate their findings. Explain own views and suggest questions for investigating. Using their own knowledge and understanding to select the appropriate skills for investigating places and environments. Select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing.
Knowledge and Understanding of Places		<ol style="list-style-type: none"> Pupils show their knowledge, skills and understanding in studies at a local scale. They show an awareness of places beyond their own locality. 	<ol style="list-style-type: none"> They are aware that different places may have both similar and different characteristics. Compare a region of the UK with a region in Europe with varied geographical features. 	<ol style="list-style-type: none"> Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world. They begin to recognise geographical patterns and to appreciate the importance of wider geographical location in understanding places. Pupils show their knowledge, skills and understanding in studies of a range of places at more than once scale and in different parts of the world. They recognise some of the links and relationships that make places dependent on each other.
Knowledge and Understanding of Maps		<ol style="list-style-type: none"> Learn names of some places within/around the UK. Locate and name on UK map major features Follow a route on a map. Use a plan view. Use an infant atlas to locate places Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map). Follow directions (including NSEW). Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph of school/ York). Begin to understand the need for a key. 	<ol style="list-style-type: none"> Begin to identify points on maps. Begin to identify significant places and environments. Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy Begin to match boundaries (e.g. find same boundary of a country on different scale maps). Begin to identify features on aerial/oblique photographs. Use 4 compass points to follow/give directions. Use letter/no. co-ordinates to locate features on a map. Draw a sketch map from a high view point. Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. 	<ol style="list-style-type: none"> Identify significant places and environments. Compare maps with aerial photographs Find/recognise places on maps of different scales (e.g. river Nile). Use index and contents page within atlases. Use medium scale land ranger OS maps. Follow a short route on an OS map Locate places on a world map. Use atlases to find out about other features of places (e.g. mountain regions, weather patterns). Use a scale to measure distances. Draw/use maps and plans at a range of scales. 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. Begin to draw plans of increasing complexity. Use/recognise OS map symbols. Use atlas symbols.

<p>Knowledge and Understanding of Patterns and Processes (Human & Physical Geography)</p>		<ol style="list-style-type: none"> 1. Recognise and make observations about physical and human features of localities. 2. Describe physical and human features of places and; recognise and make observations about those features that give places their character. 	<ol style="list-style-type: none"> 1. Describe and compare the physical and human features of different localities of and; offer explanations for the location of some of those features. 	<ol style="list-style-type: none"> 1. Recognise and describe physical and human processes. 2. Begin to understand how these can change the features of places and how these changes affect the lives and activities of people living there. 3. Describe and begin to explain geographical patterns and physical human processes. 4. Describe how these processes can lead to similarities and differences in the environments of different places and the lives of people who live there.
<p>Knowledge and Understanding of Locations</p>		<ol style="list-style-type: none"> 1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 2. Locate where you live/ Locate continent you live in. 3. Name and locate the worlds seven continents and five oceans. 	<ol style="list-style-type: none"> 1. Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. 2. Identify capital cities of Europe. 3. Locate and name the countries making up the British Isles, with their capital cities. 4. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. 5. Identify longest rivers in the world, largest deserts, and highest mountains. 6. On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. 	<ol style="list-style-type: none"> 1. Compare 2 different regions in UK rural/urban. 2. Locate and name the main counties and cities in England. 3. Linking with History, compare land use maps of UK as a whole from past with the present, focusing on land use. 4. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day. 5. On a world map, locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. 6. Linking with local History, map how land use has changed in local area over time. 7. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
<p>Knowledge and Understanding of Environmental Change</p>		<ol style="list-style-type: none"> 1. Express views on features of the environments of a locality. 2. Express views on the environment of a locality and; recognise how people affect the environment. 	<ol style="list-style-type: none"> 1. Recognise how people seek to improve and sustain environments. 	<ol style="list-style-type: none"> 1. Understand how people can both improve and damage the environment. 2. Explain their own views and the views that others hold about an environmental change. 3. Suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. 4. Recognise how people try to manage environments sustainably.
<p>Vocabulary</p>	<ol style="list-style-type: none"> 1. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. 2. Encourage children to express opinions and encourage them to use vocabulary to reflect this e.g. 'busy', 'quiet' and 'pollution' 3. Give the children the correct vocabulary to allow them to name features that interest them e.g. 'chrysalis' 	<ol style="list-style-type: none"> 1. Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods. 2. Autumn, winter, spring, summer. 3. England, Ireland, Scotland, Wales. 4. Use basic key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 5. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 6. Name the continents and oceans. 	<ol style="list-style-type: none"> 1. Describe route and direction using 8 compass points e.g. N, S, E, W, NW, NE, SW, SE. 2. Link words to topic e.g. river, meander, flood, plain, location, industry, transport. 3. Link words to topic e.g. contour, height, valley. 4. Know the names of some of the countries in Europe. 5. Name and locate vegetation belts across the UK. 	<ol style="list-style-type: none"> 1. Describe route, direction and location, linking 8 points of compass to degrees on compass. 2. Link words to theme e.g. river – erosion, deposition, transportation, coasts, long shore drift, headland, rivers, confluence, tributary. 3. Describe route, direction, location linking 16 points on compass to degrees on compass. 4. Link words to theme e.g. settlement, urban, rural, land use, sustainability.

	7. <i>Equator</i>		
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