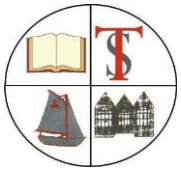
Tollesbury School  Belong Discover Achieve		**Skills Progression** **Subject area: Geography**
		Statutory Framework: Programme of Study ***Understanding the World*** *This involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.* ***Communication and Language*** *The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures* ***Our Curriculum is building on the skills learned in our Early Years*** *Talk about similarities and differences between themselves and others and among families, communities and traditions.* *Knows about similarities and differences in relation to places, objects, materials and living things.* *Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.* *Know that the environment and living things are influenced by human activity.* *Can describe some actions which people do in their community that helps to maintain the area they live.*

		Location Knowledge - I can name places in my day to day life e.g. places that I regularly visit or are important to my family. *Place Knowledge -* I *can ask questions about what it is like in another country. I can show my knowledge of other countries through role play and art work.* *Physical Knowledge - I can use everyday vocabulary to name common physical features such as ……* *Human geography - I can talk about respecting different cultures.* *Geography skills and fieldwork - I can observe closely what is around me and make comments on what I see*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge and place knowledge	I can name and locate some places in the locality, the UK and the wider world.	I can name and locate significant places in the locality, the UK and the wider world.	I can name and locate a wider range of places in the locality, the UK and the wider world.	I can name and locate a wider range of places in the locality, the UK and the wider world including some globally significant features.	I can name and locate an increasing range of places in the world including globally and topically significant features and events.	I can name and locate an extensive range of places in the world including globally and topically significant features and events.
Human and physical geography	I can describe some places and features using basic geographical vocabulary. I can express my views on some features of the local environment including	I can describe places and features using simple geographical vocabulary. I can make observations about features that give places their character.	I can use geographical language to describe some aspects of human and physical features and patterns. I can make observations about places and features that change over time.	I can use geographical language to identify and explain some aspects of human and physical features and patterns. I can describe how features and places change and the links between people and environments.	I can use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. I can demonstrate an understanding of how and why some features or places are similar or	I can recognize patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. I can explain some links and interactions between people, places and environments. I can recognize patterns in human and physical features and understand some of the

	what I do and do not like.				different and how or why they change.	conditions, processes or changes which influence these patterns. I can explain some links and interactions between people, places and environments.
Geography skills: Enquiry and Investigation	I can ask and answer simple geographical questions. I can describe some similarities and differences when studying places and features e.g hot and cold places of the world.	I can describe similarities, differences and patterns e.g comparing my life with those of children in other places and environments. I can identify seasonal and daily weather patterns. I can develop simple fieldwork and observational skills when studying the geography of the school and	I can ask and answer more searching geographical questions when investigating different places and environments. I can identify similarities, differences and patterns when comparing places and features.	I can ask and respond to more searching geographical questions including 'how?' and 'why?' I can identify and describe similarities, differences and patterns when investigating different places, environments and people.	I can ask and respond to questions that are more casual e.g. Why is that happening in that place? Could it happen here? I can recognize geographical issues affecting people in different places and environments.	I can ask and respond to questions that are more casual e.g What happened in the past to cause that? How likely is it to change in the future? I can make predictions and test simple hypotheses about people, places and geographical issues.

		local environment.				
Mapping	I can follow directions (up, down, left, right, forwards, backwards) I can draw picture maps of imaginary places and from stories. I can use my own symbols on an imaginary map. I can use a simple picture map to move around the school. I can recognize that a map is about a place.	I can follow directions including North, South, East and West. I can draw a map of a real or imaginary place and add detail to a sketch map from an aerial photograph. I can begin to understand the need for a key. I can use agreed symbols to make a simple key. I can follow a route on a map. I can use a plan view.	I can use 4 compass points to follow and give directions. I can use letter and number coordinates to locate features on a map. I can try to make a map of a short route experienced, with features in the correct order. I can try to make a simple scale drawing. I know why a key is needed. I can use standard symbols. I can locate places on larger scale	I can use 4 compass points efficiently. I am beginning to use 8 compass points. I can use letter and number coordinates to locate features on a map confidently. I can make a map of a short route experienced, with features in the correct order. I can make a simple scale drawing. I know why a key is needed. I can begin to recognize symbols on an OS map. I can locate places on large scale maps (e.g	I can use 8 compass points. I am beginning to use 4 figure coordinates to locate features on a map. I can begin to draw a variety of thematic maps based on my own data. I can draw a sketch map using symbols and a key. I can recognize and use OS map symbols. I can compare maps with aerial photographs. I can select a map for a specific purpose. I am beginning to use atlases to find out about other features of places. I can use medium scale OS maps.	I can use 8 compass points confidently and accurately. I can use 4 figure coordinates confidently to locate features on a map. I am beginning to use 6 figure grid references. I can use latitude and longitude on atlas maps. I can draw a variety of thematic maps based on my own data. I can begin to draw plans of increasing complexity. I can recognize and use OS symbols with increasing confidence. I can use atlas symbols. I can follow a short route on an OS map.

	I am familiar with picture maps and globes.	I can use an infant atlas to locate places. I can find land and oceans on a globe. I can use an infant atlas.	maps e.g map of Europe. I can follow a route on a map with some accuracy (e.g whilst orienteering) I am beginning to use map sites on the internet. I am beginning to use a junior atlas. I am beginning to identify features on aerial photographs.	find UK or India on a globe) I can follow a route on a large scale map. I can use large scale OS maps. I can use junior atlases. I can use map sites on the internet. I can identify features on aerial photographs.	I can use index and contents pages within atlases.	I can describe features on an OS map. I can locate places on a world map. I can use atlases to find out about other features of places. I can use OS maps. I can confidently use an atlas. I can recognize the world map as a flattened globe.