

Geography Skills Progression Year 1 & Year 2



Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology
<ul style="list-style-type: none"> ■ Use a range of maps and globes (including picture maps) at different scales. ■ Use vocabulary such as bigger/smaller, near/far. ■ Know that maps give information about places in the world (where/what?). ■ Locate land and sea on maps. ■ Use large scale maps and aerial photos of the school and local area. ■ Recognise simple features on maps e.g. buildings, roads and fields. ■ Follow a route on a map starting with a picture map of the school. ■ Recognise that maps need titles. ■ Recognise landmarks and basic human features on aerial photos. ■ Know which direction is North on an OS map. ■ Draw a simple map e.g. of a garden, route map, place in a story. ■ Use and construct basic symbols in a map key. ■ Know that symbols mean something on maps. ■ Find a given OS symbol on a map with support ■ Begin to realise why maps need a key. ■ Look down on objects and make a plan e.g. of the classroom or playground. 	<ul style="list-style-type: none"> ■ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ■ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ■ Use simple compass directions (NSEW). ■ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. ■ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> ■ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ■ Investigate through observation and description. ■ Recognise differences between their own and others' lives. 	<ul style="list-style-type: none"> ■ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ■ Notice and describe patterns. ■ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ■ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) ■ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. ■ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 	<ul style="list-style-type: none"> ■ Use simple electronic globes/maps. ■ Do simple searches within specific geographic software. ■ Use a postcode to find a place on a digital map. ■ Add simple labels to a digital map. ■ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ■ Use programmable toys or sprites to move around a course/screen following simple directional instructions. ■ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. ■ Describe and label electronic images produced.

YEAR 1

Term	Spring 1	Spring 2	Summer 2
Topic	Our Local Area - Southall	A town in Kenya	Blue Planet – Oceans
Core Text	The Great explorer	Lila and the Secret Rain	Snail and the whale
Concepts	place, space, , environmental impact and sustainability, environment – physical and human processes, cultural awareness and diversity		

Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
<p>Name and locate: - 7 continents - 5 oceans</p> <p>Name, locate and identify features of: - 4 countries and capital cities of UK - Seas surrounding UK</p>	<p>Study human and physical geography of small area of UK.</p> <p>Study human and physical geography of a small area of a contrasting non-European country.</p> <p>Understand similarities and differences between places.</p>	<p>Identify seasonal and daily weather patterns in UK.</p> <p>Locate hot and cold areas in world in relation to Equator and Poles.</p> <p>Physical features: - Beach, cliff, coast, sea, ocean. - Forest, hill, mountain, soil, river, valley, vegetation. - Season, weather</p> <p>Human features: city, town, village, factory, farm, house, office, port, harbour, shop.</p>	<p>Use maps, atlases and globes.</p> <p>Use simple compass directions and locational and directional language.</p> <p>Use photos and aerial perspectives to recognise landmarks, human features and physical features.</p> <p>Devise a simple map with basic symbols and a key.</p> <p>Use fieldwork and observational skills to study the school and its grounds.</p> <p>Use fieldwork and observational skills to study human and physical features of the environment surrounding school.</p>

YEAR 2

Term	Autumn 2	Spring 2	Summer 1	Summer 2
Topic	The Artic	Farming	Gambia and Southall	Rainforests
Core Text	Leaf	Oliver's Milkshake	Grace and Family	Wild
Concepts	Place, space, , environmental impact and sustainability, environment – physical and human processes, cultural awareness and diversity, interconnections			

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