



## Geography Progression of Skills

	<b>Map Reading &amp; Interpreting</b>	<b>Position &amp; Orientation</b>	<b>Map Planning &amp; Drawing</b>	<b>Fieldwork &amp; Observation</b>	<b>Location Skills</b>	<b>Weather &amp; Climate</b>	<b>Physical Geography Features</b>	<b>Human Geography Features</b>
<b>Little Apples</b>	<p>Begin to understand that maps hold information in pattern and print. Recognise some simple symbols as cues, such as painted lines in a row as a road. Recognise some simple features on an aerial map, such as cars in a car park, roads etc.</p>	<p>Understand basic movement commands such as stop, go, forward, backward, turn around. Point in the correct direction or at objects when prompted. Describe a familiar route and locations using words such as in front of, behind, forwards, backwards etc.</p>	<p>Enjoy drawing and mark making, also with natural materials. Draw pictures of places that are familiar such as a house, school, classroom etc. Make imaginary maps with props or simple mark making.</p>	<p>Explore and enjoy the outdoor area and triangle garden in different seasons and types of weather. Talk about what they can see, touch, smell, hear in different locations. Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Pupils can talk about their home and who they live with. Know different locations within Little Apples including toilet, hall, carpet and outdoor area. Understand that the school is located in Speen. Begin to develop an understanding of near and far, relating to distance between school and home. Understand that there are different ways to travel, including car, bus, train, taxi, bike etc</p>	<p>Use the outside area in all weather conditions. Talk about seasonal weather using basic vocabulary: hot, cold, wet, windy, sunny, cloudy. Understand the concept that weather is changeable, based on seasons. Recognise and talk about some key features of seasonal change, such as the temperature difference, change in vegetation etc. Enjoy playing in and experiencing different types of weather conditions.</p>	<p>Identify, touch and explore the physical properties of natural materials such as bark, grass, water, sand. Identify, touch and explore the physical properties of natural materials such as bark, grass, water, sand. Talk about places visited and the physical features of those places (trees, seaside, beach, forest etc.)</p>	<p>Through the study of a range of topics in EYFS, pupils become more familiar with some of the human geography features on the route to and from school and the local area, including: shops, supermarkets, petrol stations, houses, police station, fire station, hospitals, roads, bus stops, train stations, main roads, crossings, traffic lights Awareness of people who may use/work at these locations. To build an understanding of how people can influence and care</p>

								for the places in our world.
<b>Reception</b>	Locate features on simple maps and maps of stories that have been read in class (e.g. Three Little Pigs' houses, route from LRRH to Grandma's house etc.) Differentiate between water and land on maps. Use a globe and large world map to find locations studied in stories (e.g. Kenya, Handa's Surprise). Look at aerial views of our school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features	Locate features on simple maps and maps of stories that have been read in class (e.g. Three Little Pigs' houses, route from LRRH to Grandma's house etc.) Differentiate between water and land on maps. Use a globe and large world map to locate the North Pole, South Pole and locations studied in stories (e.g. Kenya, Handa's Surprise). Look at aerial views of our school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.	Draw simple freehand maps of places familiar to the child (school, house, classroom). Draw simple freehand maps that include basic human and physical features (houses, rivers, roads, forests etc.) from familiar stories and traditional tales. Begin to draw simple symbols on a map that denote places along a route (e.g. an ice cream van) Manipulate and annotate large scale maps, adding simple text and matching photographs to locations.	Conduct fieldwork in: - Playground Glorias Woods  Explore and enjoy the outdoor area and triangle garden in different seasons and types of weather. Talk about what they can see, touch, smell, hear in different locations.	Locate Speen School on a digital map. Identify some familiar features in the immediate locality of the school, including: house, car park, local shop, playground, Space for Sport, trees, road.	Understand the concept that weather is changeable, based on seasons. Recognise and talk about some key features of seasonal change, such as the temperature difference, change in vegetation etc. Enjoy playing in and experiencing different types of weather conditions. Discuss weather and climate in locations studied through stories.	Identify, touch and explore the physical properties of natural materials such as bark, grass, water, sand. Talk about places visited and the physical features of those places (trees, seaside, beach, forest etc.). Supported by stories, locate simple physical features on world maps (oceans, land, sea, forest, village etc.)	Through the study of a range of topics in EYFS, pupils become more familiar with some of the human geography features on the route to and from school and the local area, including: shops, supermarkets, petrol stations, houses, police station, fire station, hospitals, roads, bus stops, train stations, main roads, crossings, traffic lights Awareness of people who may use/work at these locations. To build an understanding of how people can influence and care for the places in our world.

<p><b>KS1</b></p>	<p>Use the zoom and search functions on digital Maps and Google Earth to locate our school, High Wycombe and London. Recognise, identify and label familiar features and landforms on aerial and satellite maps, such as roads, buildings, beaches, sea, rivers, farms etc. Use simple outline maps to identify, name and locate the four countries and capital cities of the United Kingdom. Understand why maps have symbols and keys and how they are useful. Understand basic Ordnance Survey map symbols in the local area. Use a globe and large world map to locate the Equator,</p>	<p>Understand that a compass has four cardinal points (North, East, South, West) and that North is always at the top. Further develop understanding that a compass has four cardinal points (North, East, South, West) and that North is always at the top. For GDS - (North West, North East, South West, South East).</p>	<p>Devise own symbols and a key for an aerial plan of our school. Draw a simple freehand route map of the route to school from memory, identifying key human/physical features along the route. Design a map of Speen village that has physical and human geography features, symbols, a compass and a key.</p>	<p>Conduct fieldwork in:          -School building          -Speen Village          -Oxford Botanical Gardens          Demonstrate an interest in and understanding of fieldwork. Ask simple geographical questions and design an original enquiry about our school building, local area and/or town. Share experiences of fieldwork in simple ways (retell of fieldwork, drawing of simple maps, presenting data, verbal discussions etc.) Further develop an interest in and understanding of fieldwork. Follow a prepared route on a map, recognising the human and physical features of the city of Liverpool.</p>	<p>Locate Speen School, Speen, High Wycombe and Princess Risborough on a digital map. Identify the Equator, North Pole, South Pole, tropics. Name, locate and identify the four countries of the United Kingdom. England, Scotland, Wales, Northern Ireland. Name, locate and identify the four capital cities of the United Kingdom. London, Edinburgh, Cardiff, Belfast. Name, locate and identify the surrounding seas of the United Kingdom. English Channel, Irish Sea, North Sea, Atlantic Ocean. Locate The United Kingdom and India on globes, digital maps and</p>	<p>Identify seasonal and daily weather patterns in our local area at different times of the year (cross curricular link to Science). Weather, season, sunlight, daylight, day length, rainfall, temperature, degrees Celsius, hot, cold, warm, cool, windy, rainy, sunny, wet, dry. Identify appropriate clothing for weather conditions. Identify and discuss weather and climate in equatorial rainforests and polar regions. Research weather and climate in different places around the world using the Met Office website. Identify and compare seasonal and daily weather patterns in two contrasting localities (London, England, Europe / India, Asia) at</p>	<p>Through the study of our local area pupils will use physical geographical vocabulary: weather, beach, coast, forest, sea, sand dunes, pinewoods. Through the study of coasts, and the four countries and capital cities of the United Kingdom, pupils will use physical geographical vocabulary: <i>cliff, valley, hill, ocean, river, vegetation, soil, sand dunes, dune grass, pinewoods, nature reserve, marshland, mountain, lake, loch, islands, peninsula, causeway.</i> Identify and discuss the physical features and vegetation in equatorial rainforests, tropical</p>	<p>Through the study of our local area, pupils will use human geographical vocabulary: town, village, factory, house, office, harbour, shop, farm, pier, train station, bus stop, church, school, restaurant, golf course, car park, road, crossing. Through the study of coasts, and the four countries and capital cities of the United Kingdom, pupils will use human geographical vocabulary: <i>city, capital city, port, population, building, land border.</i> Through the study of the world's seven continents and five oceans, pupils will use human geographical vocabulary: <i>country</i></p>
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	<p>North Pole and South Pole.</p> <p>Read a map of Oxford Botanical Gardens prior to visit in Summer Term, then use paper maps to navigate around the Zoo during visit.</p> <p>Use digital maps, globes and atlases to locate the world's seven continents and five oceans.</p> <p>Further develop understanding of Ordnance Survey map symbols and keys. Distinguish between human and physical features on a range of paper and digital maps.</p>			<p>Understand how Liverpool has changed over time and why places change. Use results of fieldwork to compare and contrast with other locations around the world studied in KS1.</p>	<p>atlases. Name, locate and identify the world's seven continents. Antarctica, Asia, North America, South America, Europe, Africa, Australia.</p> <p>Name, locate and identify the world's five oceans. Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean.</p> <p>Use secondary sources of information to find out information about different locations.</p>	<p>different times of the year (cross curricular link to Science).</p>	<p>islands and the South Pole.</p> <p>Through the study of the world's seven continents and five oceans, pupils will consolidate and use physical geographical vocabulary: continent, ocean, sea.</p> <p>Through the study of our nearest city (London), pupils will consolidate and use physical geographical vocabulary: sea, river, coast.</p> <p>Through the study of a contrasting non-European locality (India), pupils will consolidate and use physical geographical vocabulary: sea, ocean, continent, river, beach, coast, lake, national park, salt ponds, coastline.</p>	<p>Through the study of our nearest city (London), pupils will use human geographical vocabulary: <i>city, port, cathedral, dock, landmark, motorway, airport, stadium, tower, city centre, trade, park, shopping centre, attractions.</i></p> <p>Through the study of a contrasting non-European locality (India), pupils will consolidate and use human geographical vocabulary: <i>city, port, harbour, town, airport, roads, capital city, buildings, population, land border.</i></p> <p>Explore reasons why people may choose to visit each place (work, tourism, relaxation, shopping, education etc).</p>
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