



GEOGRAPHY KEY SKILLS

KEY SKILLS	Rubies		Emeralds			Diamonds	
Geographical Enquiry	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Comment and ask questions about aspects of their familiar world.</p> <p>Respond to questions – like what and where?</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings.</p> <p>Make observations about where things are e.g., within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g., make comparisons between two locations using photos/pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g., make comparisons between locations photos/pictures/maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g., compare historical maps of varying scales e.g., temperature of various locations - influence on people/everyday life</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g., from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>



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Direction Location	Know and use simple geographical vocabulary (near/far up/down)	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc. NSEW)	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points. Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map.	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.
Drawing maps	Draw picture maps of imaginary places and from stories.	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g., add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order. Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	Describe a place in simple terms e.g., weather, season, beach, farm, hill, town, shop, house.	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key. Use/recognise OS map symbols.	Use/recognise OS map symbols. Use atlas symbols.
Using maps	Use a map from a story to locate an object.	Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view.	Locate places on larger scale maps e.g., map of Europe.	Locate places on large scale maps, (Find UK or India on globe)	Compare maps with aerial photographs. Select a map for a specific	Follow a short route on an OS map. Describe features shown on OS map.



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			Use an infant atlas to locate places.	Follow a route on a map with some accuracy. (Whilst orienteering)	Follow a route on a large-scale map.	purpose. (Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (Find wettest part of the world)	Locate places on a world map. Use atlases to find out about other features of places. (Mountain regions, weather patterns)
Scale/Distance	Use relative vocabulary (bigger/smaller, like/dislike)	Use relative vocabulary (bigger/smaller, like/dislike)	Begin to spatially match places (recognise UK on a small scale and larger scale map)	Begin to match boundaries (find same boundary of a country on different scale maps.)	Begin to match boundaries (find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (River Nile.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Key vocabulary <i>Add key words according to class enquiry</i>	Building, town, farm, road, park, path, people, beach, sea, lake, river, desert, mountain / hill, countryside, forest / wood, weather, seasons, map local, place, globe	As EYFS plus: key human features city, town, village, factory, farm, house, office, port, harbour shop Capital city country key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather Marine Environment recycle Compass Compass points: East North South West Fieldwork plan aerial photograph map key symbols Equator hot/cold Direction key Country Continent globe atlas Address Right/ left patterns characteristics surrounding seas contrasting non-European	As KS1 plus: Capital city, country, key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather, marine, environment, recycle, compass. compass points: East, North, South, West, fieldwork, plan, aerial photograph, map, key, symbols, equator, hot/cold, direction, key, continent, globe, atlas, address, right/ left, patterns, characteristics, surrounding, seas, contrasting non-European, Urban, region, Europe, county, economy, trade, energy,	As LKS2 plus: Trade Deforestation Derelict Economy Tributary confluence meander ox bow estuary mouth source biomes climate zones GIS - Geographical Information systems Analysis of data and statistics Global warming Latitude Longitude North/ South hemisphere Tropics of Capricorn and Cancer Time differences spatial variation vegetation Erosion deposition Headland Resort Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information Systems			



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			landscape, hills and mountains, nb. including the UK names e.g. Pennines Grampians, Cambrians southern uplands Cotswolds north and south downs etc.) coast rural climate, erosion, deposition, earthquake, volcano, water cycle, Alps, geology, minerals and rock types e.g. chalk, slate granite sandstone, biomes/ vegetation belts e.g. tundra coniferous & deciduous forest, Mediterranean mountainous, desert, observe measure /record environmental region compass points: nw ne se sw ordnance survey map/ scale 4 figure grid reference contours symbols minerals rocks	
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PROGRESSION OF KEY SKILLS.

By the end of:

<p><u>EYFS</u> Three- and Four-Year-Olds: 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</p>	<p><u>EYFS</u> Reception: 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.</p>
<p><u>ELG:</u> <i>People, Culture and Communities:</i> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	



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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.

KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.