Ottershaw C of E Schools Long Term Curriculum Plan: Knowledge and Skills Progression.

Subject: Geography

Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry question	**Nursery: Celebrations** **In the Garden** **Reception: Where in the world? (England and Spain).** **What makes our world wonderful?** *There are also geography themes throughout other topics during the year.*	**What is the geography of Ottershaw like?**	**How does Simon's Town (Cape Town, South Africa) compare to where I live?**	**What are national parks and why are they special?**	**Why are rivers important?**	**From Rio to the rainforest: What do we know about life in Brazil?**	**How do earthquakes and volcanoes affect the lives of people?**

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contextual world knowledge of locations, places and geographical features	Locate areas of sea and land. Begin to develop simple locational knowledge about individual places in the local area (school, Ottershaw). Begin to locate home countries and capital cities of the UK and one EU country (Spain).	Observe the location of human and physical geographical features at a local scale. Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK (the home countries, capital cities and surrounding seas) and wider world (continents and oceans). Be able to locate at least one non-EU country on a map. Identify the basic characteristics of the UK and a non-EU country, e.g. highland, lowland, rivers, coast, weather, cities.		Be able to identify and locate all the home countries, capital cities and surrounding seas and identify and locate at least one non-EU country. Know and locate some of the environmental regions, key physical and human characteristics, countries and major cities of Europe.		Be able to identify and locate a range of countries and significant geographical features in the UK, Europe and North and South America. Know the position and significance of some global features, e.g. latitude, longitude, Equator, etc.	
Geographical understanding of the conditions, processes and interactions that explain geographical features, distribution patterns and changes over time and space	Begin to use basic geographical vocabulary for human and physical features that children have observed. Explain some similarities and differences between life in England and life in other countries. Identify and record the weather and seasonal features of the local area. Express likes and dislikes about places.	Use basic geographical vocabulary to describe places or human and physical geographical features, e.g. hill, river, street, shop, town. Identify simple and broad geographical patterns, e.g. seasonal and daily weather patterns, and hot and cold areas from pole to pole. Identify whether places / features are changing. Express views about places and recognise the impact of people's actions on these.		Describe the geographical patterns of places & features in words, diagrams & maps using subject-specific vocabulary backed up by non-technical general language. Compare places and / or geographical features. Describe how places change. Identify some links between people and environments. Suggest simple solutions to solve geographical issues. Offer reasons for own views and judgements about places and environments.		Suggest simple reasons to explain why places/features/patterns are like they are, using subject-specific vocabulary and appropriate diagrams and maps. Explain some detailed reasons for the similarities and differences between places. Identify some reasons why places/features/patterns change. Explain how changes affect the lives and activities of people. Be able to explain some of the links between people, places and environments. Suggest valid reasoned solutions to geographical issues. Offer reasons for own views and recognise that people may hold different views.	

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Mapping Skills					
Mapping Skills- making and interpreting maps	Make models of places using toys and talk about what is in the model. Draw information from a simple map. Draw/create simple maps of familiar places. Begin to recognise landmarks of the school setting and local environment on aerial photos.	Devise simple picture maps (and, if appropriate, draw lines and shapes, using basic symbols in a key). Use aerial photographs and maps at the same scale to recognise landmarks and basic human and physical features on a photograph and a map.		Draw sketch maps of places and routes that show some understanding of relative scale and direction. Begin to use some conventional symbols when drawing and using maps. Use maps at more than one scale. Locate photos of features on maps. Use oblique and aerial views. Recognise some patterns on maps and begin to explain what they show.	Use symbols and keys on maps including digital/computer and Ordnance Survey maps to identify features and describe places. Draw sketch maps of places and routes that are acceptably accurate in terms of scale and direction and that use appropriate symbols. Understand the significance of the lines of latitude, longitude and the Northern and Southern Hemispheres including time zones and day and night. Use thematic maps for specific purposes. Follow a route on a 1:50,000 Ordnance Survey map and describe and interpret relief features.
Mapping Skills- symbols	Begin to use simple symbols to mean something on a map.	Use symbols on maps (own and class agreed symbols). Know that symbols mean something on maps.	Find a given Ordnance Survey symbol on a map with support. Begin to realise why maps need a key	Give maps a key with standard symbols. Use some Ordnance Survey style symbols.	Use agreed and Ordnance Survey symbols. Use standard symbols. Know 1:50,000 symbols and atlas symbols.
Mapping Skills- direction	Begin to use simple language to describe position and direction (on, under, forwards, in front, backwards, behind, up, down, next to).	Use simple language to describe position, direction and motion, including left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and	Use simple compass directions (N,E,S,W) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map. Know which	Use simple compass directions (N,E,S,W), up to 8 cardinal points, and locational and directional language (e.g. near and far, left and right) to give and follow directions on a map and outside.	Use the eight points of a compass (N,S,E,W,NW,SW,NE.NW) to give and follow directions on a map and during fieldwork. Align a map with a route.

		backwards, inside and outside. Follow simple directional instructions e.g. left, right, backwards, forwards.	direction N is on an Ordnance Survey map.		
Mapping Skills- location	Begin to identify land and sea on maps, globes and in atlases.	Name and locate some countries, capital cities and seas e.g. of the UK (i.e. England, Scotland, Wales and Northern Ireland) on maps and globes.	Use number/letter grid references to specify position on maps of different scales. Name and locate large scale features (continents and oceans) on world maps and simple atlases and globes.	Use four figure grid references to specify position on maps of different scales including Ordnance Survey maps. Use the contents and index pages of atlases to find places.	Use six-figure grid references to specify position on maps of different scales including Ordnance Survey maps. Identify lines of latitude, longitude and the Northern and Southern Hemispheres. Use maps, atlases, globes and digital/computer mapping to locate named countries, cities, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns.
Mapping Skills- perspective and scale	Begin to talk about distance using words such as 'near' and 'far' and size using 'bigger' and 'smaller'. Begin to understand that when you 'zoom in', you see a smaller area in more detail.	Talk about distance using words such as 'near' and 'far'. Know that when you 'zoom in', you see a smaller area in more detail. Use large scale, vertical aerial photographs. Look down on objects and make a plan. Draw objects to scale (using squared paper 1:1)	Estimate relative distances using terms such as 'nearer than' and 'further than'. Draw objects to scale (using squared paper 1:2 and so on).	Use a scale bar to draw and measure straight line distances on a map. Measure and calculate regularly shaped perimeters and areas on maps and outside in centimetres and metres. Make a simple scale plan of room with whole numbers (e.g. 1 sq. cm = 1 square tile on the floor).	Use the scale bar on a map to measure winding distances. Draw accurate maps using appropriate scale from measurements made during fieldwork. Use models and maps to talk about contours and slopes and describe these using maps and photographs.

Mapping Skills- digital map making	Begin to understand that a simple name search can be used in Google Earth to find locations.	Find places using a postcode or simple name search. Draw around simple shapes and explain what they are on the map e.g. houses. Draw a simple route.	Add simple information to maps e.g. labels and markers. Use the measuring tool with support to show distance e.g. my house to school, to the shops. Highlight areas on a map. Add an image to a map.	Use the zoom function to locate places and explore them at different scales. Add a range of annotation labels and text to help explain features and places. Highlight an area on a map and measure it using the area measurement tool. Use grid references in the search function. Use the grid reference tool to record a location. Highlight areas within a given radius.	Find 6-figure grid references and check using the grid reference tool. Combine area and point markers to illustrate a theme. Use maps at different scales to illustrate a story or issue. Use maps to research factual information about locations and features. Use linear and area measuring tools accurately.
Geographical Enquiry					
Geographical enquiry- enquiry planning & gathering data and information	Begin to undertake directed fieldwork activities to answer simple questions. Begin to record data, using observational skills to count objects.	Make observations about what can be seen to collect primary data and information. Collect data by counting to 100. Use given secondary resources to respond to simple questions about places and environments.	Undertake directed activities in a fieldwork enquiry. Record data and information using simple fieldwork and observational skills to count objects (e.g. cars, houses etc.) and choose and use appropriate units to estimate and measure (e.g. length in m/cm, temperature in degrees C) to the nearest appropriate unit, using equipment (e.g. rulers, thermometers). Select appropriate information from	Identify some elements of a geographical fieldwork enquiry and suggest how some data and information might be collected from primary and secondary sources. Gather identified information and data accurately using measurements including a metre ruler, long tape measure or trundle wheel to measure straight line distances accurately.	Pose questions to focus a geographical fieldwork enquiry. Identify data and information to be collected for a geographical enquiry and design an appropriate method of recording. Use a variety of forms of data collection accurately including sketch maps and digital technologies.

			secondary sources to answer questions about places and environments.		
Geographical enquiry- analysis, including numerical and quantitative skills	Begin to organise geographical information using tens frames and tally charts. Begin to compare findings using simple vocabulary e.g. more, less, equal.	Analyse geographical data by using simple terms such as total, highest, lowest, wettest, driest, more than and less than.	Collate and organise geographical information and data to construct simple pictograms, tally charts, block diagrams and simple tables. Interpret and compare geographical information and data in simple pictograms, tally charts, block diagrams and simple tables.	Present geographical information and data using bar charts and time graphs, pictograms and tables, choosing the most appropriate way to do so. Interpret and compare the geographical information and data using scaled bar charts, pictograms, tables and other graphs.	Draw graphs of geographical information using a ruler which are accurate to the nearest mm (Y5 maths). Complete, read and interpret geographical information presented in tables (Y5 maths). Convert raw geographical data to percentages and use this for comparative purposes (Y6 maths). Interpret and construct pie charts and line graphs and use these to solve problems (Y6 maths). Know when it is appropriate to find the mean as an average of geographical data, calculate it and interpret it (Y6 maths).
Geographical enquiry- organisation and communication (with appropriate maps, charts, tables and diagrams).	Begin to talk about places, and write simple sentences, using simple geographical vocabulary.	Talk about places such as the schools and its grounds and the human and physical features of its surrounding environment	Use geographical vocabulary (e.g. beach, forest, hill, village, factory, farm, port) to write simple sentences about selected appropriate knowledge and understanding of geography.	Communicate knowledge clearly, using paragraphs to organise ideas around a theme and use and spell geographical terms accurately.	Produce structured, informed responses that involve thoughtful selection and organisation of relevant geographical information, making appropriate use of geographical terms which are spelt correctly, with ideas linked across paragraphs.