



St. Edward's Catholic Primary School

Skills Progression

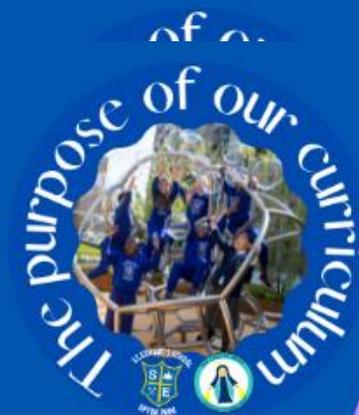


Skills	EYFS	Year 1	Year 2
Geographical language	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and the natural world Find out about their environment, and talk about those features they like and dislike 	<ul style="list-style-type: none"> Geographical language to describe feature or location e.g. hill/local/a road/coastline/woods. (LA) 	<ul style="list-style-type: none"> Geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/woods/village/farmland (All)
Enquiry (builds on questions from previous years)		<ul style="list-style-type: none"> Ask geographical questions e.g. what is it like to live in this place? (PC) 	<ul style="list-style-type: none"> Ask geographical questions – Where is this place? What is it like? How has it changed? (All)
		<ul style="list-style-type: none"> Express own views about a place, people, environment. (All) 	<ul style="list-style-type: none"> Express own views about a place, people, environment, location. (All) Give detailed reasons to support own likes, dislikes, preferences. (S & OU)
		<ul style="list-style-type: none"> Recognise how places have become the way they are e.g. shops (LA & PC) 	<ul style="list-style-type: none"> Recognise how places have become the way they are e.g. shops (patterns and processes) (OU)
		<ul style="list-style-type: none"> Observe and record e.g. identify buildings on a street – memory maps. (LA) 	<ul style="list-style-type: none"> Observe and record in different ways e.g. sketches, diagrams, ICT (S)
		<ul style="list-style-type: none"> Communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams 	<ul style="list-style-type: none"> Communicate in different ways –pictures, writing, charts
Theme		<ul style="list-style-type: none"> Locality. Fieldwork. 	<ul style="list-style-type: none"> UK locality that contrasts with local location
Fieldwork: where, why?		<ul style="list-style-type: none"> Use simple field sketches. (LA) Use a camera. (All) 	<ul style="list-style-type: none"> Use simple field sketches and diagrams, use a camera (S & OU)
Use fieldwork techniques			
Map work/ atlas work		<ul style="list-style-type: none"> Make simple maps and plans. (All) Explore maps of the local area. (LA) 	<ul style="list-style-type: none"> Compare two settlements (S & J) Use globes, maps, plans at a range of scales. (All) Use content/index to locate country/draw information from a map. (All)
Project theme	Local environment. Holidays	Our Local Area (Autumn 1) = LA People and their Communities (Spring 1) = PC Animals and their Habitats (Summer 1) = KG	Seasons (Autumn 1) = S Journeys (Spring 1) = J Overview unit: Our Wonderful World (Summer 1) = OU

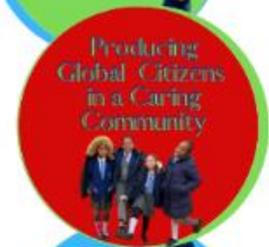
Goals



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Skills	Year 3	Year 4
Geographical language	<ul style="list-style-type: none"> To describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE (All) Link words to topic/theme e.g. coasts – long shore drift/ headland. (All) 	<ul style="list-style-type: none"> To describe route and direction linking N/S/E/W with degrees on the compass. (All) Link words to topic e.g. river/meander/flood/plain/location/industry/transport. (All)
Enquiry (builds on questions from previous years)	<ul style="list-style-type: none"> Ask geographical questions: where is this location? What do you think about it? (All) 	<ul style="list-style-type: none"> Ask questions –what is this landscape like? what will it be like in the future? (R & OU)
	<ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population. (All) 	<ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps. (All)
	<ul style="list-style-type: none"> Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate. (B) Hold geographical issues through drama role play e.g. recycling (B & C) 	<ul style="list-style-type: none"> Identify and explain different views of people including themselves
	<ul style="list-style-type: none"> Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps. (UK & C) 	<ul style="list-style-type: none"> Collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns. (All)
	<ul style="list-style-type: none"> Communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper. 	<ul style="list-style-type: none"> Communicate in ways appropriate to task and audience
Theme	<ul style="list-style-type: none"> Weather, environment, environmental change, sustainability. 	<ul style="list-style-type: none"> e.g. water and the effects on the environment, settlement, environmental change, sustainability
Fieldwork: where, why? Use fieldwork techniques	<ul style="list-style-type: none"> Use more detailed field sketches and diagrams. 	
Map work/ atlas work	<ul style="list-style-type: none"> Draw maps more accurately. Plan view. Use key accurately. Use contents/index to locate page quickly and accurately. 	<ul style="list-style-type: none"> Draw accurate map –develop more complex key Use contents/index to locate position of location including page/coordinates
Project theme	The UK (Autumn 1) = UK Our World – Brazil (Spring 1) = B Coasts (Summer 1) = C	USA (Autumn 1) = US Rivers (Spring 1) = R Overview unit: Mountains, Earthquakes & Volcanoes (Summer 1) = OU





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Skills	Year 5	Year 6
Geographical language	<ul style="list-style-type: none"> To describe route and direction, location linking 8 points of compass to degrees on compass. (T) Link words to theme e.g. Alpine – mountain/snow/height. (All) 	<ul style="list-style-type: none"> Describe route, direction, location. (All) 16 points on compass to degrees on compass. (All) Link words to theme e.g. settlement – urban/ rural/ land use/ sustainability. (All)
Enquiry (builds on questions from previous years)	<ul style="list-style-type: none"> Ask questions: What is this landscape like? How has it changed? What made it change? How is it changing? (All) 	<ul style="list-style-type: none"> Ask questions: What is this landscape like? How is it changing? What patterns can you see/ How has the pattern changed? (All)
	<ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life. (All) 	<ul style="list-style-type: none"> 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. (All)
	<ul style="list-style-type: none"> Identify and explain different views of people including themselves. (LE & T) Design and use questionnaires to obtain views of community on subject. (LE & T) 	<ul style="list-style-type: none"> Identify and explain different views of people including themselves. (PE & OU) Give increased detail of views, justification – detailed reasons influencing views. (PE & WF)
	<ul style="list-style-type: none"> Collect and record evidence. (LE & AR) Conduct a land use survey. (LE) Categorise codes. (LE) 	<ul style="list-style-type: none"> Collect and record evidence. (PE & OU) Record measurement of river width/ depth/ velocity. (SA)
	<ul style="list-style-type: none"> Communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new. 	<ul style="list-style-type: none"> Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school.
Theme	<ul style="list-style-type: none"> e.g. water and effects on the environment, settlement, environmental change, sustainability. 	<ul style="list-style-type: none"> e.g. water and effects on the environment, settlement, environmental change, sustainability.
Fieldwork: where, why?	<ul style="list-style-type: none"> Field sketches should show understanding of pattern/ movement/ change. 	<ul style="list-style-type: none"> Field sketches should show understanding of pattern/ movement/ change.
Use fieldwork techniques		
Map work/ atlas work	<ul style="list-style-type: none"> Draw in scale – accuracy of scale. (LE) Locate information/ place with speed and accuracy. Use key to make deductions about landscape/ industry/ features etc. 	<ul style="list-style-type: none"> Locate information/ place with speed and accuracy. (OU) Use key to make deductions about landscape/ industry/ features etc.
Project theme	Changes in our Local Environment (Autumn 1) = LE Alpine Region (Spring 1) = AR Journeys: Trade (Summer 1) = T	South America: The Amazon (Autumn 1) = SA Protecting the Environment (Spring 1) = PE Overview unit: Our World in the future (Summer 1) = OU

Goals