

Geography Skills Progression
Eden Park Primary School Academy

In order to ensure broad and balanced coverage, we follow these principles:

- Within each phase, geography is a driver for at least 3 Learning Experiences over the two year cycle.
- The foundation stage covers the objectives and skills within each year.

FOUNDATION STAGE				
<p>ELG: I know about similarities and differences in relation to places. I can talk about the features of my own immediate environment and how environments might vary from one another.</p>				
Geographical Enquiry	Knowledge and Understanding of Places	Geographical Skills	Fieldwork	Environmental Change and Sustainable Environment
I can ask simple questions about my immediate environment.	I can investigate places by using all my senses. I can identify similarities and differences between places.	I can understand that maps show us where places are	I can ask simple questions when exploring my environment	I can recognise changes in my environment. (E.g. weather and seasons).

Year 1 and 2

Learning Experiences:
 Jolly Farmer
 Around the world in 6 weeks
 Pirates vs Mermaids

Geographical Enquiry	Knowledge and Understanding of Places	Geographical Skills	Fieldwork	Environmental Change and Sustainable Environment
<p>I can ask and respond to simple questions about places.</p> <p>I can use simple resources to research and find out about places.</p>	<p>I can describe a locality using my observations.</p> <p>I can use geographical vocabulary to refer to key geographical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, city, town, factory, farm, house, office, port, harbour, shop.</p> <p>I can compare Brixham with a small area in a contrasting non-European country.</p>	<p>I can recognise simple features of a map.</p> <p>I can use a map, atlas and globe to find the UK and its 4 countries, and some other countries of interest as well as oceans.</p> <p>I can use photographs and maps to identify basic features (eg a church)</p> <p>I can devise a simple map and construct a key using symbols.</p>	<p>I can ask questions about my environment and look for answers in my school and the grounds.</p> <p>I can investigate physical and human features of my surrounding environment.</p>	<p>I can investigate changes in my environment.</p> <p>I can identify the changes associated with the seasons.</p> <p>I can identify daily weather patterns.</p>

	I can identify hot and cold areas of the world.	I can use simple compass directions (N, S, E, W) I can use simple locational language such as near, far, left and right.		
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Year 3 and 4				
Learning Experiences: Resourceful Rivers Our Jungle Books Jet, Set, Go!				
Geographical Enquiry	Knowledge and Understanding of Places	Geographical Skills	Fieldwork	Environmental Change and Sustainable Environment
<p>I can ask geographical questions and communicate my findings (i.e. physical and human features).</p> <p>I can recognise similarities and differences between places using geographical language.</p> <p>I can use a range of resources, including maps, diagrams, photographs, the internet, books and GIS to find out about geography.</p>	<p>I can make observations about physical and human features of places.</p> <p>I can use the terms physical and human.</p> <p>I can describe and understand key aspects of climate zones, biomes and vegetation belts (forest, grassland, tundra, desert, and ice sheet).</p> <p>I can describe and understand key aspects of rivers.</p>	<p>I can use a map, atlas and globe to find the UK and some other countries of interest as well as oceans.</p> <p>I can identify the 7 continents and 5 oceans on a world map.</p> <p>I can identify some key environmental regions, such as the rainforests and deserts.</p> <p>I can identify the position and significance of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic.</p>	<p>I can pose questions and use simple studies to investigate my school and the grounds.</p> <p>I can investigate by observing, measuring and recording</p>	<p>I can investigate and summarise changes in my environment including environmental issues.</p> <p>I can understand that people can influence and change the environment (e.g. litter, temperature, climate change).</p> <p>I can describe and understand key aspects of the water cycle.</p> <p>I can describe and understand key aspects of land use and its impact on the environment.</p>

	I can describe and understand key aspects of different types of settlement.	<p>I can use maps containing grid references and symbols.</p> <p>I can devise maps containing grid references and keys with symbols.</p> <p>I can plan a route use 8 compass points</p>		
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Year 5 and 6				
Learning Experiences: Location, Location, Location. What a load of Rubbish Horrible Histories				
Geographical Enquiry	Knowledge and Understanding of Places	Geographical Skills	Fieldwork	Environmental Change and Sustainable Environment
<p>I can collect and record evidence from my own and others findings.</p> <p>I can collect data to support geographical observations and suggest conclusions (physical and human).</p>	<p>I can give reasons for similarities and differences between places using what I know about other countries and parts of the UK.</p> <p>I can describe how physical and human processes can lead to similarities and</p>	<p>I can locate and identify the 4 countries and capital cities of Great Britain.</p> <p>I can name and locate some cities and counties of the UK, and their main features including mountains, coasts and land use.</p>	<p>I can create my own investigations involving observing, measuring, recording and presenting data using digital technologies.</p> <p>I can investigate my own inquiries and create maps,</p>	<p>I can summarise an environmental issue including its causes and possible solutions.</p> <p>I can summarise the ways that people are trying to manage an environment in both physical and human terms.</p>

<p>I can use a range of resources, including maps, diagrams, photographs, the internet, books and GIS to find out about geography.</p>	<p>differences between places.</p> <p>I can describe and understand key aspects of mountains, volcanoes and earthquakes.</p>	<p>I can locate and identify the key physical and human characteristics of the world.</p> <p>I can identify the position and significance of the Tropics of Capricorn and Cancer; Longitude and Latitude and world time zones.</p> <p>I can use an Ordnance Survey map, including symbols and keys</p> <p>I can use digital/computer mapping to locate countries and describe features studied.</p> <p>I can draw maps and plans to scale</p> <p>I can use the terms physical and human & describe features</p> <p>I can draw maps using 4 figure grid references.</p> <p>I can make geographical measurements.</p> <p>I can find & use 6 figure grid references.</p> <p>I understand scaled maps.</p>	<p>plans and graphs of my results.</p> <p>I can interpret the results of my investigations.</p>	<p>I can describe and understand key aspects of economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>I can recognise how the processes of the human and physical world are interdependent.</p>
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