



Esher Church School – Progression of skills in Geography

EYFS	<ul style="list-style-type: none"> * To talk about similarities and differences in relation to places, objects, materials and living things * To talk about the features of their own immediate environment and how environments might vary * To make observations of the environment and explain why some things occur and talk about changes * Children use everyday language to talk about positions and distance to solve problems * Children describe their relative position such as behind or next to
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	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Locational and place knowledge	*Name and locate some places in their locality, the UK (and the wider world).	*Name and locate significant places in their locality, the UK and wider world.	*Name and locate a wider range of places in their locality, the UK and the wider world including key physical and human characteristics.	*Name and locate a wider range of places in their locality, the UK and the wider world including some globally significant features.	*Name and locate an increasing range of places in the world including globally and topographically significant features and events.	*Name and locate an extensive range of places in the world including globally and topographically significant features and events.
Human and physical Geography	*Describe some places and features using basic geographical vocabulary such as season, forest. *Express their views on some features of their environment e.g. likes and dislikes.	*Describe some places and features simple geographical vocabulary. *Make observations about features that give places their character e.g. sea, port..	*Use geographical language to describe some aspects of human and physical features and patterns. *Make observations about places and features that change over time.	*Use geographical language to identify and explain key aspects of human and physical features and patterns. *Describe how features and places change and the links between people and environments.	*Use geographical language to identify and explain key aspects of human and physical features and patterns well as links and interactions between people, places and environment. *Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	*Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. *Explain some links and interactions between people, places and environments.

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Geographical skills: Enquiry and investigation	<p>*Ask and answer simple geographical questions.</p> <p>*Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p>	<p>*Ask and answer simple geographical questions when investigating different places and environments.</p> <p>*Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p>	<p>*Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>*Identify similarities, differences and patterns when comparing features.</p>	<p>*Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>*Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p>	<p>*Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>*Recognise geographical issues that affect people in different places and environments.</p>	<p>*Ask and respond to questions that are more causal e.g. What happened in the past to cause that? What is happening now? How is it likely to change in the future?</p> <p>*Make predictions and test simple hypotheses about people, places, environments and geographical issues.</p>
Geographical skill: Fieldwork	<p>*Observe and describe daily weather patterns.</p> <p>*Use simple fieldwork and observational skills when studying the geography of their school, grounds, and journey to school</p>	<p>*Identify seasonal and daily weather patterns.</p> <p>*Develop simple fieldwork and observational skills when studying the geography of their school, grounds and surrounding environment.</p>	<p>*Observe, record and name geographical features in their local environment.</p>	<p>*Observe, record and explain physical and human features of the environment.</p>	<p>*Observe, measure and record human and physical features using a range of methods, e.g. sketch maps, plans, graphs and digital technologies</p>	<p>*Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p>
Geographical skills: interpret a range of sources of geographical information	<p>*Use a range of sources such as simple maps, globes, atlases and images.</p> <p>*Know that symbols mean something on maps.</p>	<p>*Use a range of sources such as maps, globes, atlases and aerial photographs to identify features and places as well as to follow routes.</p> <p>*Use simple compass directions as well as locational and directional language when describing features and routes e.g. near, far.</p>	<p>*Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>*Use the eight compass points and recognise some Ordnance Survey symbols on maps.</p>	<p>*Use a range of sources including digital and Ordnance survey maps, atlases, globes and satellite images for research geographical information.</p> <p>*Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p>	<p>*Use a range of maps and other sources of geographical information and select the most appropriate for a task.</p> <p>*Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p>	<p>*Interpret a wider range of geographical information and maps including scale, projections, thematic and digital maps.</p> <p>*Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p>

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Geographical skills: communicate geographical information	<p>*Use maps and other images to talk about everyday life e.g. where they live, journeys to school, etc.</p> <p>*Draw, speak or write about simple geographical concepts such as what they can see where.</p>	<p>*Express views about the environment and can recognise how people sometimes affect the environment.</p> <p>*Create their own simple maps and symbols in a key.</p>	<p>*Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>*Communicate geographical information through a range of methods including the use of IT.</p>	<p>*Express their opinions on environmental issues and recognise that other people may think differently.</p> <p>*Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>	<p>*Express and explain their opinions and geographical and environmental issues and recognise why other people may think differently.</p> <p>*Choose a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p>	<p>*Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>*Communicate geographical information using a wide range of methods including writing at an increasing length.</p>