

Anston Greenlands Primary School – Geography Skills Progression Document

Year group	Geographical skills	Fieldwork skills
FS2	<p>Follow simple directions (Up, down, left/right, forwards/backwards).</p> <p>Follow directions with a small toy.</p> <p>Direct a friend from point A to B using positional language.</p> <p>Comment and ask questions about aspects of their familiar environment such as the place where they live or the natural world.</p> <p>Express their opinions on natural and built environments.</p> <p>Talk about the different countries of the UK.</p> <p>Be able to comment on the country they live in.</p> <p>Be able to compare and say what is the same/different about a country's physical or human geography.</p> <p>Comment on how what we wear changes with where we are.</p> <p>Choose the correct clothes for certain activities such as play in the woods.</p> <p>Draw and create their own maps using real objects, and/or pictures and symbols.</p>	<p>Talk about where they live.</p> <p>Talk about the area they are in, describing what they can see.</p> <p>Explore the local area and identify both the built and the natural environment.</p>

	<p>Be able to talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps.</p> <p>Be able to find land and sea on a map.</p> <p>Follow a simple map of a familiar place.</p>	
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<p>Y1/2</p>	<p>Use maps, atlases and globes to identify their locality and other key features e.g. land/sea/capital cities.</p> <p>Use an atlas to identify the UK and its countries.</p> <p>Use an atlas to identify other countries studied e.g. Australia.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p>	<p>Use simple fieldworking and observational skills to study the key human and physical features of the school and local environment.</p>
<p>Y3/4</p>	<p>Use maps and atlases to locate continents and countries.</p> <p>Use maps and atlases to locate countries in Europe.</p> <p>Use a map to identify and describe features studied, specifically climate zones.</p> <p>Use the eight points of a compass.</p> <p>Use four-figure grid reference, symbols and keys to build knowledge of the wider world.</p> <p>Compare the different climate zones and be able to know what climate zone the UK is in.</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area including sketch maps, plans and graphs, and digital technologies.</p>

<p>Y5/6</p>	<p>Use globes and digital/computer mapping (Google Earth) to locate countries.</p> <p>Use maps, atlases and digital/computer mapping to locate and describe features of UK countries and the wider world e.g. mountain ranges, weather patterns.</p> <p>Use map skills to locate features using four and six-figure grid references, symbols and keys.</p> <p>Use the eight points of a compass and map keys to build knowledge of the UK.</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features</p> <p>Use fieldwork to create sketch maps.</p> <p>Identify and give reasons for changes in land use patterns.</p> <p>Children focus on observing and recording the changes of human features over time.</p>
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