Progression of skills in Geography linking to themes

|  |  |
| --- | --- |
| **Y1/2 Ongoing skills** | **Geographical vocabulary –** use geographical and directional language to describe features or location. Use relative vocabulary such as bigger, smaller. Use simple compass directions.**Ask geographical questions -**  e.g Where is this place? What is it like to live here? How has it changed?**Express own views –** about places, people, environments, locations. Give increasingly detailed reasons to support own preferences.**Understanding geographical issues and concepts –** recognise how places have become the way they are, exploring patterns and processes.**Communication –** communicate findings in different ways e.g. pictures, pictograms, simple maps, sketches, labelled diagrams, writing, charts.  |

|  |  |  |
| --- | --- | --- |
| **Themes Y1/2** | **Skills – suggested placement within themes but use where you want.** | **Geographical themes and focus** |
| Up, up and away | **Map skills -** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Add detail to a sketch map from an aerial photograph.**Fieldwork –** observe and record by sketching, drawing simple features. Add labels onto a sketch map. | Bird’s eye view - aerial photographs and plan perspectives. |
| Super heroes | **Map skills -** Locate places on simple maps or globes e.g. The U.K.**Fieldwork –** Ask and respond to basic geographical questions e.g. How are the 4 capital cities of the U.K. the same/different? Use a pro-forma to collect data e.g. tally chart to show which countries of UK ch. have visited. | The U.K. – 4 countries, capital cities and surrounding seas.Human features – city, town, village. |
| On Safari | **Map skills -** Follow a route on a map e.g. for the Totnes safari. Locate places on simple maps or globes e.g. Totnes, Africa, The Gambia. **Fieldwork –** ask a familiar person prepared questions (e.g. interview KJ about life in Africa). | Contrast Totnes with places in Africa e.g. The Gambia, Kenya – human and physical features.Physical features – soil, vegetation, season, weather. |

|  |  |  |
| --- | --- | --- |
| **Themes Y1/2** | **Skills – suggested placement within themes but use where you want.** | **Geographical themes and focus** |
| Marvellous Monsters |  **Map skills –** use world maps, atlases and globes to identify the continents and oceans. | The 7 continents and 5 oceans (tectonic plates, volcanoes and earthquakes).Physical features – forest, mountain, valley |
| I do like to be beside the seaside | **Map skills -** Draw basic maps of real or imaginary places, including appropriate symbols and pictures to represent places or features. Use and construct basic symbols in a key. Use simple compass directions (north, south, east and west).**Fieldwork –** create plans and draw simple features e.g. of coast during a trip. Use a camera in the field to help record what is seen. Recognise a photo or video as a record of what has been seen or heard. | The 7 continents and 5 oceans.Physical features – beach, cliff, coast, sea, ocean, season, weather. Human features – port, harbour.Weather - U.K. weather patterns and hot and cold areas of the world in relation to the Equator and Poles. |
| Castles – home sweet home | **Map skills -** Follow a route on a map e.g. route to Totnes castle. Locate places on a simple map e.g. local castles. Use a simple picture map to move around the classroom, school or Leechwell. Use world maps, atlases and globes to identify countries. **Fieldwork –** observe and record in different ways e.g. memory map of route to school, diagram and photo of the castle. Carry out a small survey of the local area/school. | Local features on our walk to school. Physical features – river, hill. Human features – town, factory, farm, house, office, shop.Geography of our school and its grounds.Study of countries that are important to our families e.g. Spain, Poland. |

|  |  |
| --- | --- |
| **Y3/4 Ongoing Skills** | **Map skills –** locate places on a range of maps, including O.S. and digital maps. Begin to use maps with a variety of scales.**Geographical vocabulary –** to become familiar with geographical vocabulary specific to their topic.**Ask geographical questions -**  e.g Where is this location? What do you think about it? What is this landscape like? What will it be like in the future?**Express own views –** analyse evidence and draw conclusions.**Communication –** communicate in different ways appropriate to task and audience e.g. charts, graphs to show results, databases, write to real people about geographical issues and findings of fieldwork. |

|  |  |  |
| --- | --- | --- |
| **Themes Y3/4** | **Skills – suggested placement within themes but use where you want.** | **Geographical themes and focus** |
| Can we be archaeologists? | **Map skills –** follow a route (e.g. to Kent’s Cavern) on a map with some accuracy. Then follow a route on a large scale map. Locate Kent’s Cavern and Stonehenge on a map, identifying features e.g. Stonehenge, road, visitor centre, car park. **Fieldwork –** Ask and answer geographical questions using appropriate terminology. Collect, record and present findings from fieldtrips. Draw and analyse field sketches e.g. stalactites and stalagmites in Kent’s Cavern. **Understanding geographical issues and concepts –** identify and explain different views of people, including themselves to geographical issues. Explore different viewpoints through drama e.g. access issues around Stonehenge – road/tunnel/visitor centre/should visitors be able to touch the stones? | Land formation.British landmarks – human and physical from the Stone age and Iron Age e.g. Kent’s Cavern, Stonehenge. |
| Can we be a Devon detective? | **Map skills –** use 4 figure compasses and letter/number co-ordinates to identify features on a map. Then begin to use 8 figure compass and 4 figure grid references. Recognise and use O.S. map symbols. Draw a sketch map from a high viewpoint.**Fieldwork –** Ask and answer geographical questions using appropriate terminology. Collect, record and present findings from fieldtrips. Select views to photograph, adding titles and labels giving date and location information. Locate a position of a photo on a map. Draw an annotated sketch from observation including descriptive/explanatory labels and indicate direction. Analyse this on returning to school.**Geographical vocabulary –** use geographical language to describe route and direction (8 compass points and linking N/S/E/W with degrees on the compass). | DartmoorHuman geography – compare Devon with another part of the world. |
| What was so special about the Egyptians? | **Map skills** – to create a simple scale drawing. **Understanding geographical issues and concepts –** identify and explain different views of people, including themselves to geographical issues. Explore different viewpoints e.g. pressures on water resources.**Ask geographical questions -**  e.g Where is this location? What do you think about it? What is this landscape like? What will it be like in the future? | Africa, The Nile, water irrigation. |

|  |  |  |
| --- | --- | --- |
| **Themes Y3/4** | **Skills – suggested placement within themes but use where you want.** | **Geographical themes and focus** |
| What is it like to be a child in war? | **Map skills –** make a map, using standard symbols and understanding the importance of a key. Recognise and use O.S. map symbols.**Understanding geographical issues and concepts –** identify and explain different views of people, including themselves to geographical issues. Explore different viewpoints through drama e.g. modern day refugees. | Human geography – impact of war. |
| Change and discovery | **Map skills –** begin to match boundaries (e.g. find same boundary of a country on a map with a different scale.**Ask geographical questions -**  e.g Where is this location? What do you think about it? What is this landscape like? What will it be like in the future?**Understanding geographical issues and concepts –** identify and explain different views of people, including themselves to geographical issues. Explore different viewpoints. | Habitats and world geography – North America and Europe – environmental regions, key physical and human characteristics, countries and major cities.Northern hemisphere,  |
| What did the Romans do for us? | **Map skills -** Identify features on an aerial photograph. **Fieldwork –** Select views to photograph, adding titles and labels giving date and location information. Consider how photos provide useful evidence. Locate a position of a photo on a map. Construct and complete a questionnaire. Use a simple database to present findings from fieldwork. | Local geography – land use and economic activity including trade links. |

|  |  |
| --- | --- |
| **Y5/6 Ongoing Skills** | **Map skills –** Find and recognise places on maps of different scales. Select a map for a specific purpose.**Geographical vocabulary –** To become familiar with geographical vocabulary specific to their topic.**Ask Geographical questions –** e.g. how has this landscape changed? What made it change? How is it changing? What patterns can you see? How has the pattern changed?**Express own views –** analyse increasingly complex evidence and draw conclusions, considering the impact of findings on people and everyday life.**Communication –** communicate in different ways appropriate to task and audience e.g. present data in different ways, persuasive writing, showing information on map overlays to show different levels of information (old/new), use email to exchange information about locality with another school. |

|  |  |  |
| --- | --- | --- |
| **Themes Y5/6** | **Skills – suggested placement within themes but use where you want.** | **Geographical themes and focus** |
| It’s all Greek to me! | **Map skills –** follow a short route on an O.S. map. Describe the features shown on an O.S. map. Compare maps with aerial photographs. Use 8 figure compass and 6 figure grid references accurately. **Fieldwork –** Select appropriate methods for data collection such as interviews. Use a database to interrogate/amend information collected. Use graphs to display data collected. Evaluate the quality of evidence collected and suggest improvements. | Geographical skills and field work. |
| Can the rainforests survive us? | **Map skills –** begin to use atlases to find out other information e.g. temperature. Use lines of longitude and latitude on maps. Select a map for a specific purpose.**Exploring geographical questions –** e.g How has this landscape changed? What made it change? How is it changing? What patterns can you see? How has this pattern changed? | Rainforests and South America – compare to Devon. Biomes, vegetation belts and climate zones. Key physical and human characteristics, countries and major cities.Latitude, longitude, equator, southern hemisphere, Tropics of Cancer and CapricornClimate change and human impact on the environment |
| AD 900 – Here and there -what is happening in the Arab Empire compared to Britain? | **Map skills –** draw a variety of thematic maps e.g. to show where Arabic is spoken**Understanding geographical issues and concepts –** Identify and explain different views of people, including themselves, to geographical issues. Give increased detail of views and justification – detailed reasons influencing views. | The Arabic speaking world |

|  |  |  |
| --- | --- | --- |
| **Themes Y5/6** | **Skills – suggested placement within themes but use where you want.** | **Geographical themes and focus** |
| Viking invaders – what impact did they have on us? | **Map skills –** draw a sketch map using symbols and a key.**Fieldwork –** Use photographic evidence in their investigations. Make a judgement about the best angle or viewpoint when taking an image or completing a sketch. Use photographic evidence in their investigations. | Settlements –geographical regions, counties and cities of U.K., Types of settlement and land use patterns, economic activity including trade links. Human and physical characteristics, key topographical features and land-use patterns, change over time. |
| Could we survive a natural disaster? | **Map skills** – draw plans of increasing complexity.**Geographical vocabulary –** To use geographical language to describe route, direction and location linking 16 points of compass to degrees on compass.**Understanding geographical issues and concepts –** Identify and explain different views of people, including themselves, to geographical issues. Give increased detail of views and justification – detailed reasons influencing views. | Physical geography – volcanoes, earthquakes. |
| From moor to sea – where does the water go? | **Map skills –** to begin to use O.S. and atlas symbols in their own maps. **Fieldwork –** Use sketches as evidence in an investigation, select field sketching from a variety of techniques. Annotate sketches to describe and explain geographical processes and patterns. Evaluate their sketch against set criteria and improve it. | Physical geography – rivers, coasts and the water cycle.Comparing Totnes to twin town, Vire. |

|  |
| --- |
|  |

Points to consider:

* Do some map skills each term – regular use builds these skills.
* Regular fieldwork – one good piece at least once a year. Consider which skills are being used and aim for a balance over the year/2 year cycle – using/making maps, gathering information, sketching and audio/visual.
* Consider how to present, evaluate and communicate the results of fieldwork – incorporating maths and literacy skills in real-life context.
* Explore geographical issues – real-life issues, considering own views and the views of others – at least once a year.
* The real-life element of fieldwork and geographical issues makes geography relevant and motivating and is therefore essential to quality geography teaching.
* The skills based learning walls are very different (better!) to the knowledge based learning walls. We do still need to teach the knowledge as detailed in the National Curriculum.