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| GEOGRAPHY ESSENTIAL SKILLS REC to Y6 STRAND: PRACTICAL  |
|  | EYFS Skills | Key Stage 1 Skills | Lower Key Stage 2 Skills | Upper Key Stage 2 Skills |
|  | End of RECExpectations | End of Year 1Expectations | End of Year 2 Expectations | End of Year 3 Expectations | End of Year 4 Expectations | End of Year 5 Expectations | End of Year 6 Expectations |
| ASPECT | Average age 5 years 6 months | Average age 6yrs 6months | Average age 7years 6 months | Average age8years 6 months | Average age 9 years 6 months | Average age 10 years 6 months | Average age 11 years 6 months |
| Mapping  | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features.FUNNY BONESY1 A1 | Draw simple maps or plans using symbol for a key.Y2 A1STREET DETECTIVES | Draw sketch maps and plans using agreed symbol for a key.Y3 S1 | Draw sketch maps and plans using standardised symbols and a key.Y4 AUT 2  | Produce own scaled maps.Y5 SUM1 | Produce accurate scaled maps.Y6 SPR 2 |
| Using maps  | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | Locate countries on a UK map.Y1 S1 | Locate continents and oceans on a world map.Y2 A2PIRATES | Locate geographical features on a map or atlas using symbols shown in a key.Y3 S1 | Locate and name geographical features on an Ordnance Survey map.Y4 SPR 1 | Compare land use and geographical features on different types of maps.Y5 SP1 | Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping.Y6 AUT 1 & SP 1 |
| Field work | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | Name, describe and group features of the home/school environment from first hand observation. Responding to simple questions.Y1 A1 | Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions.Y2 A2INDIA | Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.Y3 A1 | Propose geographical questions, collecting and recording specific evidence to answer them. Y4 SPR 1 | Choose the best method of recording observations and measurements, including sketch maps, plans, graphs and digital technologies.Y5 SUM1 | Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets.Y6 AUT 2 |
| Vocabulary  | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in classREC S2AFRICA | Use basic geographical vocabulary to name physical and human features of familiar places.Y1 SP1 | Use geographical vocabulary to name features of familiar and unfamiliar places.Y2 S2 | Use technical and geological vocabulary to describe geographical processes.ON GOINGTHROUGH OUT | Explain views on a geographical issue using appropriate vocabulary.THROUGH OUT THE WHOLE YEAR WITH A FOCUS ON RETRIEVAL SKILLS | Ask and answer geographical questions sing correct geographical vocabulary.THROUGHOUT THE WHOLE YEAR | Present findings both graphically and in writing using appropriate vocabulary.THROUGH OUT THE WHOLE YEAR |
| Research  | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in classREC S2AFRICA | Use maps, pictures and stories to find out about different places.Y1 SP1 | Use information texts and the web to gather information about the world’s human and physical geography.Y2 S2 | Locate appropriate information, needed for a task, from a source material.ONGOING THROUGH OUT AND PREDATOR | Suggest which source material to use for a specific task, location the information needed.Y4 SPR 1 | Use search engines, index, contents and other research techniques to locate and interpret information.Y5 SUM1 | Use search engines, index, contents and other research techniques to locate and interpret information identify gaps in information collated and suggest ways of finding it. Y6 SPR 2 |
| Direction  | 3-4 Understand position through words alone – for example, “The bag is under the table,” – with no pointing.• Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork.Y1 SP1 | Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map.Y2 A2 | Use the eight points of a compass to describe the location of a country or geographical feature.Y3 S1 | Plot a route on a map or lobe from one place to another, identifying countries or significant landmarks that are passed.Y4 SUM 2 | Use four and six figure grid references to locate features on an Ordnance Survey or world map.Y5 SUM1 | Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.Y6 SPR 2 |
| Positioning | 3-4 Understand position through words alone – for example, “The bag is under the table,” – with no pointing.• Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | Locate hot and cold areas of the world.Y1 SP2 | Locate the Equator and the North and South Poles.Y2 SP2 HABITATS | Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles.Y3 S1 | Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn to a range of countries of the world.Y4 SUM 1 | Locate and explain the significance of latitude and longitude and the Prime Greenwich Meridian.**YEAR 6 SPRING 2 – SWAPPED WITH Y5** | Explain how time ones (including day and night) of different countries around the world affect the human and physical geography of a place.**YEAR 5 SPRING 2 – SWAPPED WITH Y6**  |
| Data  | N/A | Collect data during fieldwork such as the number of trees/houses.Y1 A1VERBAL DISCUSSION | Collect and organise simple data from first and second hand sources including fieldwork.Y2 S1LINK ON FROM HABITATS | Analyse data which they have collected from first hand observations and experiences, identifying any patterns.Y3 A1` | Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them.Y4 SUM 1 | Suggest sources for finding data related to a task and analyse date collected to draw conclusions about a place or geographical issue. | Analyse and present more complex data, from different sources, suggesting reasons why it may vary.ALL THROUGH OUT THE WHOLE YEAR  |
| Perspectives  | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | Recognise simple human and physical features on an aerial photographs or simple map, showing an awareness that objects look different from above.Y1 S1 | Identify and describe geographical human physical features using an aerial photograph.Y2 A1TAMWORTH LOCAL AREA AERIAL VIEW | Compare and contrast aerial photographs and plan perspectives explain their similarities and differences.Y3 S1 | Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion.Y4 SUM 1 | Explain what physical and human processes may have occurred in a place by studying an aerial image of it.Y5 SUM1 | Use the web and satellite mapping tools to find out and present geographical information about a place.Y6 SPR 2 |

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|  | **Term Representation** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Colour** |  |  |  |  |  |  |