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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 REC  Expectations | End of Year 1  Expectations | 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 age  8years 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 BONES  Y1 A1 | Draw simple maps or plans using symbol for a key.  Y2 A1  STREET 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 A2  PIRATES | 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 A2  INDIA | 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 class  REC S2  AFRICA | 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 GOING  THROUGH  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.  THROUGH  OUT 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 class  REC S2  AFRICA | 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 A1  VERBAL DISCUSSION | Collect and organise simple data from first and second hand sources including fieldwork.  Y2 S1  LINK 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 A1  TAMWORTH 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** |  |  |  |  |  |  |