# PROGRESSION IN GEOGRAPHY: Three Elements: - Developing a Sense of Place (What? & How?); - Mapping Skills (Where?); - Decision Making Skills (Why?); Each area of study is hyperlinked to the appropriate set of skills in each of the 3 elements;

| **skills** | **Foundation / Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Geographical language** | geographical language to describe feature or location e.g hill/local/a road/coastline/woods | geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/woods/village/ farmland | to describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SElink words to topic e.g. river/meander/flood/plain/location/industry/transport | ·to describe route and direction linking N/S/E/W with degrees on the compass·link words to topic/theme e.g. contour/height/valley | ·to describe route and direction, location linking 8 points of compass to degrees on compasslink words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ headland | ·describe route, direction, location·16 points on compass to degrees on compass·link words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary |
| **Enquiry (builds on questions from previous years)**  | ask geographical questions e.g. what is it like to live in this place? | ask geographical questions –where is this place? what is it like? How has it changed?  | ask geographical questions: where is this location? What do you think about it? | Ask questions –what is this landscape like? what will it be like in the future? | ask questions: what is this landscape like? how has it changed? what made it change? how is it changing? | ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed? |
| **Views & reasoning:** | express own views about a place, people, environment | express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences | analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population | analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps | analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life | analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it |
|  | recognise how places have become the way they are e.g. shops (patterns and processes) | recognise how places have become the way they are e.g. shops (patterns and processes) | identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estatehold geographical issues through drama role play e.g. recycling | identify and explain different views of people including themselves | identify and explain different views of people including themselvesdesign and use questionnaires to obtain views of community on subject | identify and explain different views of people including themselvesgive increased detail of views, justification – detailed reasons influencing views |
| **Collect & record evidence…** | observe and record e.g. identify buildings on a street – memory maps | observe and record in different ways e.g. sketches, diagrams, ICT | collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases) | collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns | collect and record evidence.conduct a land use surveycategorise codes | collect and record evidencerecord measurement of river width/ depth/ velocity |
| **Communicate findings….** | communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams | communicate in different ways –pictures, writing, charts | communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper | communicate in ways appropriate to task and audience | communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old / new | communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school |
| **Fieldwork: where, why?****Use fieldwork techniques** | use simple field sketches use a camera | use simple field sketches and diagrams, use a camera | use more detailed field sketches and diagrams;  |  | field sketches should show understanding of pattern/ movement/ change | field sketches should shoe understanding of pattern/ movement/ change |
| **Map work/ atlas work** | make simple maps and plansexplore maps of the local area | compare two settlementsuse globes, maps, plans at a range of scales – identifying land masses / continents; use content/index to locate country/draw information from a map | draw maps more accuratelyplan view (from above)use key accurately use contents/index to locate page quickly and accurately (ICT) | draw accurate map –develop more complex keyuse contents/index to locate position of location including page/coordinates | draw in scale – accuracy of scalelocate information/ place with speed and accuracyuse key to make deductions about landscape/ industry/ features etc. | locate information/ place with speed and accuracyuse key to make deductions about landscape/ industry/ features etc. |