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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 |  | Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features. | Draw simple maps or plans using symbol for a key. | Draw sketch maps and plans using agreed symbol for a key. | Draw sketch maps and plans using standardised symbols and a key. | Produce own scaled maps. | Produce accurate scaled maps. |
| Using maps |  | Locate countries on a UK map. | Locate continents and oceans on a world map. | Locate geographical features on a map or atlas using symbols shown in a key. | Locate and name geographical features on an Ordnance Survey map. | Compare land use and geographical features on different types of maps. | 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. |
| Field work |  | Name, describe and group features of the home/school environment from first hand observation. Responding to simple questions. | Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions. | Observe, measure and record the human and physical features in the local area responding to a range of geographical questions. | Propose geographical questions, collecting and recording specific evidence to answer them. | Choose the best method of recording observations and measurements, including sketch maps, plans, graphs and digital technologies. | Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets. |
| vocabulary |  | Use basic geographical vocabulary to name physical and human features of familiar places. | Use geographical vocabulary to name features of familiar and unfamiliar places. | Use technical and geological vocabulary to describe geographical processes. | Explain views on a geographical issue using appropriate vocabulary. | Ask and answer geographical questions sing correct geographical vocabulary. | Present findings both graphically and in writing using appropriate vocabulary. |
| Research |  | Use maps, pictures and stories to find out about different places. | Use information texts and the web to gather information about the world’s human and physical geography. | Locate appropriate information, needed for a task, from a source material. | Suggest which source material to use for a specific task, location the information needed. | Use search engines, index, contents and other research techniques to locate and interpret information. | 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. |
| Direction |  | 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. | Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map. | Use the eight points of a compass to describe the location of a country or geographical feature. | Plot a route on a map or lobe from one place to another, identifying countries or significant landmarks that are passed. | Use four and six figure grid references to locate features on an Ordnance Survey or world map. | 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. |
| Positioning |  | Locate hot and cold areas of the world. | Locate the Equator and the North and South Poles. | Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles. | 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. | Locate and explain the significance of latitude and longitude and the Prime Greenwich Meridian. | Explain how time ones (including day and night) of different countries around the world affect the human and physical geography of a place. |
| Data |  | Collect data during fieldwork such as the number of trees/houses. | Collect and organise simple data from first and second hand sources including fieldwork. | Analyse data which they have collected from first hand observations and experiences, identifying any patterns. | Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them. | 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. |
| Perspectives |  | Recognise simple human and physical features on an aerial photographs or simple map, showing an awareness that objects look different fro above. | Identify and describe geographical human physical features using an aerial photograph. | Compare and contrast aerial photographs and plan perspectives explain their similarities and differences. | Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion. | Explain what physical and human processes may have occurred in a place by studying an aerial image of it. | Use the web and satellite mapping tools to find out and present geographical information about a place. |