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Nursery	
Development Matters: Understanding of the World *Talk about what they see, using a wide vocabulary.* *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.* *Begin to understand the need to respect and care for the natural environment and all living things.*	
What Geography might look like in the EYFS.	Child initiated play supports the development of early Geography skills in 'Understanding of the World'. What Geography might look like in the EYFS: - Role playing places they have visited – fire stations, doctors, etc. - Talking about similarities and differences between themselves and others. - Exploring the local area and talking about meaningful buildings. - Following instructions which includes positional language. - Sharing books about our world, the environment and the weather. - Treasure hunts using simple maps. - Using programmable toys and planning a route.

Reception	
Locational Knowledge	Development Matters: Understanding of the World ***Development Matters:*** *Draw information from a simple map. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community.* ***Early Learning Goals:*** *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps*
Skills	Identifying land and water on a map or globe. Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*
Knowledge	To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*

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Place Knowledge	<u>Development Matters: Understanding of the World</u> ***Development Matters**: Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.* ***Early Learning Goals:** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 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.*
Skills	Discussing how environments in stories and images are different to the environment they live in.
Knowledge	To know that places within this country can differ from each other. To know that there are differences between places in this country and places in other countries.
Human and Physical Geography	<u>Development Matters: Understanding of the World</u> ***Development Matters:** Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.* ***Early Learning Goals:** Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 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.*
Skills	Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area).* Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*
Knowledge	To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions. To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*
Skills and Fieldwork	Development Matters: Understanding of the World ***Development matters:** Explore the natural world around them.* *Describe what they see, hear and feel whilst outside.* *Understand that some places are special to members of their community.* *Draw information from a simple map.*

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	Early Learning Goals: *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.* *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.*
Skills	Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.
Knowledge	To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).

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	Year 1	Year 2
National Curriculum Locational Knowledge	*Name and locate the world's seven continents and five oceans.*	
Skills	Locating two of the world's seven continents on a world map.	Locating all the world's seven continents on a world map.
	Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.	Locating the world's five oceans on a world map.
	Showing on a map which continent they live in.	Showing on a map the ocean nearest the continents they in.
Knowledge	To know the name of two continents (Europe and Asia).	To be able to name the seven continents of the world.
	To know that a continent is a group of countries.	
	To know that they live in the continent of Europe.	To be able to name the five oceans of the world
	To know that an ocean is a large body of water.	
	To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).	
National Curriculum Locational Knowledge	*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.*	
Skills	Locating the four countries of the United Kingdom (UK) on a map of this area.	Locating the surrounding seas and oceans of the UK on a map of this area.
		Locating the capital cities of the four countries of the UK on a map of this area.
	Showing on a map which country they live in and locating its capital city	Identifying characteristics (both human and physical) of the four capital cities of the UK.
		Showing on a map the city, town or village where they live in relation to their capital city.
Knowledge	To know that the UK is short for 'United Kingdom'.	To know that a sea is a body of water that is smaller than an ocean.*
	To know that a country is a land or nation with its own government.	To know that there are four bodies of water surrounding the UK and to be able to name them.
	To know that the United Kingdom is made up of four countries and their names.	To name some characteristics of the four capital cities of the UK.

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	To know the name of the country they live in.	To know the four capital cities of the UK.
		To know that a capital city is the city where a country's government is located.
National Curriculum Place Knowledge	*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.*	
Skills	Naming some key similarities between their local area and a small area of a contrasting non-European country.	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.
	Naming some key differences between their local area and a small area of a contrasting non-European country.	Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.
		Describing what physical features may occur in a hot place in comparison to a cold place.
Knowledge	To know that life elsewhere in the world is often different to ours.	To know some similarities and differences between their local area and a contrasting non-European country.
	To know that life elsewhere in the world often has similarities to ours.	
National Curriculum Human and Physical Geography	*Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*	
Skills	Describing how the weather changes with each season in the UK.	Locating some hot and cold areas of the world on a world map.
	Describing the daily weather patterns in their locality.	Locating the Equator and North and South Poles on a world map.
	Confidently using the vocabulary 'season' and 'weather'.	Locating hot and cold areas of the world in relation to the Equator and the North and South poles.
Knowledge	To know the four seasons of the UK.	To know that the Equator is an imaginary line around the middle of the Earth.
	To know that 'weather' refers to the conditions outside at a particular time.	To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.
	To know that different parts of the UK often experience different weather.	To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.
	To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.	To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.

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	To know that weather conditions can be measured and recorded.	
National Curriculum Human and Physical Geography	*Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.*	
Skills	Recognising some physical features in their locality.	Describing the key physical features of a coast using subject specific vocabulary.
Knowledge	To know that physical features means any feature of an area that is on the Earth naturally.	To know that coasts (and other physical features) change over time.
		To know some key physical features of the UK.
National Curriculum Human and Physical Geography	*Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.*	
Skills	Recognising some human features in their locality.	Describing and understanding the differences between a city, town and village.
		Describing the key human features of a coastal town using subject specific vocabulary.
Knowledge	To know that human features means any feature of an area that was made or built by humans.	To know that a sea is a body of water that is smaller than an ocean.
		To know that human features change over time.
		To know some key human features of the UK.
National Curriculum Skills and Fieldwork	*Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.*	
Skills	Using an atlas to locate the UK.	Recognising why maps need a title.
	Using a map of the UK to locate the four countries.	Using an atlas to locate the four capital cities of the UK.

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	Beginning to use an atlas to locate the four capital cities of the UK.	Using a world map, globe and atlas to locate all the world's seven continents.
	Using a world map and globe to locate two of the world's seven continents (Europe and Asia).	Using a world map, globe and atlas to locate the world's five oceans.
	Using an atlas to locate the Atlantic Ocean and Pacific Ocean.	
National Curriculum Skills and Fieldwork	*Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map.*	
Skills	Using directional language to describe the location of objects in the classroom and playground.	Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
	Using directional language to describe features on a map in relation to other features (real or imaginary).	Using locational language and the compass points (N, S, E, W) to describe the route on a map.
	Responding to instructions using directional language to follow routes.	Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.
	Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.	Using a map to follow a prepared route.
National Curriculum Skills and Fieldwork	*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.*	
Skills	Recognising local landmarks on aerial photographs.	Recognising landmarks of a city studied on aerial photographs and plan perspectives.
	Recognising basic human features on aerial photographs.	Recognising human features on aerial photographs and plan perspectives.
	Recognising basic physical features on aerial photographs.	Recognising physical features on aerial photographs and plan perspectives.
	Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.	Drawing a map and using class agreed symbols to make a simple key.
	Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.	Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.
	Adding labels to sketch maps.	Finding a given OS symbol on a map with support.
	Using simple picture maps and plans to move around the school.	Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).
		Using an aerial photograph to draw a simple sketch map using basic symbols for a key.

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Knowledge for Skills and Fieldwork		
	To know that an aerial photograph is a photograph taken from the air above.	To know that a globe is a spherical model of the Earth.
	To know that atlases give information about the world and that a map tells us information about a place.	To begin to recognise world maps as a flattened globe.
	To know that a map is a picture of a place, usually drawn from above.	To know that a compass is an instrument we can use to find which direction is north.
	To know that symbols are often used on maps to represent features.	To know which direction is N, S, E, W on a map.
	To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is	To know that maps need a title and purpose.
		To know that maps need a key to explain what the symbols and colours represent.
		To know that an interview can be a way to find out people's views about their area.
		To know that a tally chart is a way of collecting data quickly.
		To know that a pictogram is a chart that uses pictures to show data.

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	Year 3 and 4	Year 5 and 6
National Curriculum Locational Knowledge	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.*	
Skills	Locating some countries in Europe and North and South America using maps.	Locating more countries in Europe and North and South America using maps.
	Locating some major cities of the countries studied.	Locating major cities of the countries studied.
	Locating some key physical features in countries studied on a map including significant environmental regions.	Locating key physical features in countries studied on a map.
	Locating some key human features in countries studied.	Locating key human features in countries studied.
	Locating the world's most significant mountain ranges on a world map and identifying any patterns.	Identifying significant environmental regions on a map.
	Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.	Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.
	Locating some of the world's most significant rivers and identifying any patterns.	
Knowledge	To know where North and South America are on a world map.	To know the name of many countries and major cities in Europe and North and South America.
	To know the names of some countries and major cities in Europe and North and South America.	
	To know the names of some of the world's most significant mountain ranges.	To know the location of key physical features in countries studied.
	To know the names of some of the world's most significant rivers.	
	To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.	To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland).*
	To know that climate zones are areas of the world with similar climates.*	

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	To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).*	
	To know that biomes are areas of world with similar climates, vegetation and animals.*	
	To know the world's biomes. *	
	To know vegetation belts are areas of the world which are home to similar plant species.*	
National Curriculum Locational Knowledge	*Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.*	
Skills	Locating some counties in the UK (local to your school).	Locating many counties in the UK.
	Locating some cities in the UK (local to your school).	Locating many cities in the UK.
	Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.	Confidently locating the twelve geographical regions of the UK.
	Beginning to locate the twelve geographical regions of the UK.	Identifying key physical and human characteristics of the geographical regions in the UK.
	Identifying how topographical features studied have changed over time using examples.	Understanding how land-use has changed over time using examples.
	Describing how a locality has changed over time, giving examples of both physical and human features.	Explaining why a locality has changed over time, giving examples of both physical and human features.
Knowledge	To know the name of some counties in the UK (local to your school).	To know the name of many counties in the UK.
	To know the name of some cities in the UK (local to your school).	To know the name of many cities in the UK.
	To know the name of the county that they live in and their closest city.	To confidently name the twelve geographical regions of the UK.
	To begin to name the twelve geographical regions of the UK.	To know that London and the South East regions have the largest population in the UK.

	To know the main types of land use.*	
	To know some types of settlement.*	
National Curriculum Locational Knowledge	*Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).*	
Skills	Finding the position of the Equator and describing how this impacts our environmental regions.	Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.
	Finding lines of latitude and longitude on a globe and explaining why these are important.	Using longitude and latitude when referencing location in an atlas or on a globe.
	Identifying the position of the Tropics of Cancer and Capricorn and their significance.	
	Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.	
	Identifying the position and significance of both the Arctic and Antarctic Circle.	
Knowledge	To know that countries near the Equator have less seasonal change than those near the poles.	To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.
	To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.	
	To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.	
	To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.	
	To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.	

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	To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.	
	To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns	
National Curriculum Place Value	*Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.*	
Skills	Describing and beginning to explain similarities between two regions studied.	Describing and explaining similarities between two environmental regions studied.
	Describing and beginning to explain differences between two regions studied.	Describing and explaining differences between two environmental regions studied.
	Describing how and why humans have responded in different ways to their local environments.	Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
	Discussing how climates have an impact on trade, land use and settlement.	Understanding how climates impact on trade, land use and settlement.
	Explaining what measures humans have taken in order to adapt to survive in cold places.	Explaining how humans have used desert environments.
	Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Using maps to explore wider global trading routes.
Knowledge	To know the negative effects of living near a volcano.	To know some similarities and differences between the UK and a European mountain region.
	To know the positive effects of living near a volcano.	To know why tourists visit mountain regions
	To know the negative effects an earthquake can have on a community.	
	To know ways in which communities respond to earthquakes.	
National Curriculum Human and Physical Geography	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	
Skills	Mapping and labelling the seven biomes on a world map.	Describing and understanding the key aspects of the six biomes.

	Understanding some of the causes of climate change.	Describing and understanding the key aspects of the six climate zones.
	Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.	Understanding some of the impacts and causes of climate change.
	Describing where volcanoes, earthquakes and mountains are located globally.	Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
	Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.
	Describing how humans use water in a variety of ways.	
Knowledge	To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.	To know vegetation belts are areas of the world that are home to similar plant species.*
	To know the courses and key features of a river.	To name and describe some of the world's vegetation belts.
	To know the different types of mountains and volcanoes and how they are formed.	To know why the ocean is important.
	To know that an earthquake is the intense shaking of the ground.	
	To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.*	
	To know the world's biomes.*	
	To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.	
	To know that climate zones are areas of the world with similar climates.*	
	To know the world's different climate zones.*	
	To know that climates can influence the foods able to grow.	

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National Curriculum Human and Physical Geography.	*Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.*	
Skills	Describing and understanding types of settlement and land use.	Describing and understanding economic activity including trade links.
	Explaining why a settlement and community has grown in a particular location.	Suggesting reasons why the global population has grown significantly in the last 70 years.
	Explaining why different locations have different human features.	Describing the 'push' and 'pull' factors that people may consider when migrating.
	Explaining why people might prefer to live in an urban or rural place.	Understanding the distribution of natural resources both globally and within a specific region or country studied.
	Describing how humans can impact the environment both positively and negatively, using examples.	Recognising geographical issues affecting people in different places and environments.
		Describing and explaining how humans can impact the environment both positively and negatively, using examples.
Knowledge	To know the main types of land use.*	To know the global population has grown significantly since the 1950s.
	To know the different types of settlement.*	To know which factors are considered before people build settlements.
	To know water is used by humans in a variety of ways.	To know migration is the movement of people from one country to another.
	To know an urban place is somewhere near a town or city.	To know that natural resources can be used to make energy.
	To know a rural place is somewhere near the countryside.	To know some positive impacts of humans on the environment.
	To know that a natural resource is something that people can use which comes from the natural environment.	To know some negative impacts of humans on the environment.
	To know the threats to the rainforest both on a local and global scale.	
	To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.	

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	To know the UK grows food locally and imports food from other countries.	
National Curriculum Skills and Fieldwork	*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*	
Skills	Beginning to use maps at more than one scale.	Confidently using and understanding maps at more than one scale.
	Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied .	Using atlases, maps, globes and digital mapping to locate countries studied.
	Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied .	Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
	Using the scale bar on a map to estimate distances.	Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
	Finding countries and features of countries in an atlas using contents and index.	Using the scale bar on a map to calculate distances.
	Zooming in and out of a digital map.	Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
		Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
		Beginning to use thematic maps to recognise and describe human and physical features studied.
		Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose.
National Curriculum Skills and Fieldwork	*Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.*	
Skills	Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.	Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
	Accurately using 4-figure grid references to locate features on a map in regions studied.	Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.
	Beginning to locate features using the 8 points of a compass.	Confidently locating features using the 8 points of a compass.
	Using a simple key on their own map to show an example of both physical and human features.	Following a short pre-prepared route on an OS map.

	Following a route on a map with some accuracy.	Identifying the 8 compass points on an OS map.
	Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map.	Planning a journey to another part of the world using six figure grid references and the eight points of a compass.
	Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	
Knowledge for Skills and Fieldwork		
	To understand that a scale shows how much smaller a map is compared to real life.	To know that contours on a map show height and slope.
	To recognise world maps as a flattened globe.	To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.*
	To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.	To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
	To know that an OS map shows human and physical features as symbols.	To know that a pie chart can represent a fraction or percentage of a whole set of data.
	To know that grid references help us locate a particular square on a map.	To know a line graph can represent variables over time.
	To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.	To be aware of some issues in the local area.
	To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)	To know what a range of data collection methods look like.
	To know an enquiry-based question has an open-ended answer found by research.	To know how to use a range of data collection methods
	To know how to use various simple sampling techniques.	
	To know what a questionnaire and an interview are.	
	To know that quantitative data involves numerical facts and figures and is often objective.	

	To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.	
	To know a Likert scale is used to record people's feelings and attitudes.	
	To know that qualitative data involves opinions, thoughts and feelings and is often subjective.	
	To know what a bar chart, pictogram and table are and when to use which one best to represent data.	

Progression of Skills – Geographical Skills and Fieldwork – Nursery to Year 6

	EYFS Reception	Year 1	Year 2	Lower KS2	Upper KS2
Question	Ask questions about the world around them.		Recognising there are different ways to answer a question.	Beginning to choose the best approach to answer an enquiry question.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.
Observe	Commenting on the features they see in their school and school grounds.		Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
Measure	Answering simple questions, guided by the teacher.	Asking and answering simple questions about the features of their	Collecting quantitative data through a small survey of the local area/school to	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire /	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning

		school and school grounds.	answer an enquiry question.	interviews to collect quantitative fieldwork data.	to use standard field sampling techniques appropriately
Record	Creating some of the features they notice in their school and school grounds.	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.	Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.
Present	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.

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