



Geography Skills Progression Ladder



	Geographical enquiry and fieldwork	Location and direction.	Mapping skills.
EYFS	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the environment.</p> <p>Describe their immediate environment using observation.</p>	<p>Describe a familiar route.</p> <p>Know there are different countries in the world and talk about how the differences they have seen in photos.</p>	<p>Draw information from a simple map.</p> <p>Describe their immediate environment using maps.</p>
Year 1	<p>Teacher led enquiries.</p> <p>Ask questions about an environment that is local to them.</p> <p>Investigate their own surroundings and make observations about where things are within their school and local area.</p> <p>Trip around the island looking at local landmarks and places that are familiar and new to them.</p> <p>I can describe seasonal weather changes.</p> <p>Children have made observations and asked questions about their local environment. Suggest ways for improving the school/local environment.</p>	<p>Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes.</p> <p>Children can use simple language to describe their local environment.</p>	<p>Use simple maps of the local area.</p> <p>Make simple maps and plans on something that is relevant to them.</p> <p>Children know where Canvey island is on a map of the UK. Children can name landmarks they have seen on Canvey island.</p>



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<p>Year 2</p>	<p>Use simple fieldwork and observational skills to study the geography of my school and its grounds including the key human and physical features of its surrounding environments.</p> <p>Children use basic geographical vocabulary to describe human and physical features in their local environment. Use simple fieldwork skills to study the school grounds and make statements about the human and physical features of the environment, Eg the school is near a shop. The grass is long in the field behind the school.</p>	<p>Use simple compass directions (North, South, East West) and locational and directional language, e.g. near, far, left, right to describe the location of features and routes on a map.</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.</p> <p>Children can use the language related to the compass points. Children can begin to spatially match places. Eg locate England on a small scale and large scale map. Children can compare Canvey Island to Australia and can comment on similarities and differences.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, e.g. devise a simple map and use and construct basic symbols in a key.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Children can name and locate the world's seven continents and five oceans. Children can name and locate the countries that make up the UK and can name the capital cities. Children can identify a hot and cold country on a map or in an atlas</p>
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