



Shirley Infant and Junior Schools Geography Progression

Shirley Geographers understand what it means to live in a port city and the role it has in their lives, and globally. They develop a fascination of the world through the exploration of their own, and contrasting, environments. They explore how the world is shaped by physical aspects around them and how humans interact and impact it. Shirley Geographers are able to draw their own conclusions from fieldwork and have a true understanding of how their own impact can affect and change the world around them.

Skills		R	1	2	3	4	5	6
Fieldwork	Mapping	<p>School based maps - knowledge and understanding of purpose of a map</p> <p>To begin to make simple birds eye view representations of where things are. (understanding place).</p>	<p>Use simple compass directions (NSEW)</p> <p>Begin to use a key to identify features on a map</p>	<p>Use a key to identify features on a map</p> <p>Locating features and routes on a map</p>	<p>To begin to use ordnance survey style symbols and an 8 point compass.</p> <p>To create a simple map representing what can be seen in a small area in correct places (including a key.)</p>	<p>Use an 8 point compass to give directions.</p> <p>Use 4 figure coordinates to locate features.</p> <p>Make sketch maps of an area using symbols and a key.</p>	<p>Begin to use 6 figure coordinates to locate features.</p> <p>Use ordnance survey symbols and scale bars on maps.</p> <p>Begin to draw thematic maps including a key.</p>	<p>Use 4 and 6 figure coordinates and latitude and longitude.</p> <p>Use and create layered maps to support conclusions</p> <p>I can design and draw thematic maps including a scale bar.</p>
	Collecting Data	<p>To represent knowledge of the school as a place.</p>	<p>To draw a picture of what they see.</p> <p>To collect human information in a tally chart.</p>	<p>To begin to draw a simple field sketch.</p> <p>To collect physical information in a tally chart.</p>	<p>To draw a field sketch with annotations of features (human and physical).</p> <p>Collect and present human and physical features and identify benefits and limitations.</p>		<p>Can ask questions to carry out an investigation to support a geographical enquiry.</p>	<p>Can use a range of data collection techniques; questioning, sketches, tallies to carry out an investigation.</p>
Interpret		<p>Observing similarities and differences.</p> <p>Exploring changes over time (seasons).</p>	<p>To begin to use maps to locate countries in the UK.</p> <p>To begin to describe observed differences in relation to human and physical features.</p> <p>To begin to interpret weather symbols.</p>	<p>To begin to use aerial photos and plans to describe human and physical features.</p> <p>To interpret weather symbols,</p> <p>To begin to interpret pictures and graphs.</p> <p>To make comparisons from fieldwork data.</p>	<p>To begin to use OS and digital maps to locate physical features.</p> <p>To use graphs and charts to interpret geographical information.</p>	<p>To locate human and physical features on a map.</p> <p>To use contour maps to interpret height and slope of</p> <p>To begin to understand that thematic maps give information about a theme.</p>	<p>To use a range of maps including topographic, contour, thematic and OS maps to learn about geographic features and processes.</p>	<p>Confidently use a variety of maps, including digital and layered, to learn about geographic features.</p> <p>To interpret data collected from a range of sources (e.g. WHO, ONS).</p>



Compare (Cause and Effect)	Knowledge and understanding of the world.	To describe simple similarities and differences in contrasting environments.	To describe the impact of change to the environment. To use data collected from fieldwork to compare.*different areas	To describe how physical aspects of an area have changed over time.	To describe the impact of human and physical processes.	To compare the impact of human and physical processes in different places.	To explain trends and patterns of human and physical processes.
Conclusions	Knowledge and understanding of the world. Talk about what they have seen in their world.	I can use observations to draw a simple conclusion. (Experience)	I can use simple data, maps and data to draw a simple conclusion. (Outside their experience)	To use maps and information collected to draw simple conclusions about geographical features.	To use maps and geographical information to draw conclusions of the impact geographical processes/features have.	To compare information of different places to draw conclusions about the impact of geographical processes/features.	Answer geographical questions using a range of geographical evidence to support my conclusion.
Skills vocabulary	<i>Similarities Differences Patterns Change</i>	<i>Compass N,S,E,W Ariel Symbol Patterns Forecast Feature Human Physical</i>	<i>Compass N,S,E,W Symbol Key Field Sketch Fieldwork Feature Human Physical</i>	<i>OS (Ordnance Survey) Symbol Key Feature Interpret 8 Point compass (N, NE, E, SE, S, SW, W, NW)</i>	<i>8 Point compass (N, NE, E, SE, S, SW, W, NW) Locate 4 figure Coordinates Contour Thematic Impact</i>	<i>6 figure coordinates Scale Thematic Process Impact Compare Topographic</i>	<i>Grid reference Longitude Latitude Global Pattern Trend Evidence Scale bar</i>