

Children should be taught to:

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Language	Use geographical language to describe feature or location e.g. hill/local/a road/coastline/ woods	Use geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland	Describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/plain/location/ industry/transport	Describe route and direction linking N/S/E/W with degrees on the compass ·link words to topic/theme e.g. contour/height/ valley	Describe route and direction, location linking 8 points of compass to degrees on compass link 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 Previous year’s questions	Express own views about a place, people, environment Recognise how places have become the way they are e.g. shops (patterns and processes) Observe and record e.g. identify buildings on a street – memory maps Communicate in ways appropriate to task and audience	Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences Recognise how places have become the way they are e.g. shops (patterns and processes) Observe and record in different ways eg. sketches, diagrams, ICT Communicate in different ways –pictures, writing, charts	Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases) Communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams	Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps Identify and explain different views of people including themselves Collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns 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	Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life Identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject Collect and record evidence. conduct a land use survey categorise codes 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	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 Identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views Collect and record evidence record measurement of river width/ depth/ velocity Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school
Theme	Study their locality; Forest of Dean Fieldwork	Study a UK locality that contrasts with Forest of Dean	Study weather, environment, environmental change and sustainability	e.g. study water and the effects on the environment, settlement, environmental change, sustainability	e.g. study water and effects on the environment, settlement, environmental change, sustainability	e.g. study water and effects on the environment, settlement, environmental change, sustainability
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		Create field sketches, which should show understanding of pattern/ movement/ change	Create field sketches, which should show understanding of pattern/ movement/ change
Map work/ atlas work	Make simple maps and plans Explore maps of the local area	Compare two settlements Use globes, maps, plans at a range of scales Use content/index to locate country/draw information from a map	Draw maps more accurately plan view (from above) Use keys accurately Use contents/index to locate page quickly and accurately (ICT)	Draw accurate maps – Develop more complex keys Use contents/index to locate position of location including page/coordinates	Draw in scale – accuracy of scale locate information/ place with speed and accuracy Use keys to make deductions about landscape/ industry/ features etc.	Locate information/ place with speed and accuracy Use keys to make deductions about landscape/ industry/ features etc.