



William Penn Progression of Skills – Geography

“A Progression Framework for Geography” (Geographical Association, 2020)

The Geographical Association has identified the following key objectives for the teaching and learning of primary geography:

1. **Contextual Knowledge** (world knowledge of locations, places and features)
2. **Understanding** (conditions, processes and interactions that explain features, patterns and changes over time and space)
3. **Geographical Enquiry** (applying skills in collecting, observing, analysing, evaluating and communicating geographical information effectively)

The Geographical Association identifies that in order to make progress in geography pupils should:

- Develop **fluency** with **world knowledge**
- Move from the **familiar and concrete** to the **abstract and unknown**
- Develop a deeper understanding of the world by **organising and connecting** geographical information
- Develop skills in **using and applying** more complex geographical information (people’s attitudes, beliefs and values)
- Develop **investigation** skills (range and accuracy)

At William Penn, we have applied this core thinking to create a progression of skills document that embeds geography skills within topics. At each key stage, pupils have planned opportunities to build on previous learning and make relevant connections.

1. Contextual World Knowledge – locations, places and geographical features (developing fluency in knowledge of the world)

Expectations at the end of key stage 1	Expectations at the end of year 4	Expectations at the end of year 6
<u>Simple</u> locational knowledge – <u>individual</u> places and environments in the local area, UK and wider world	A <u>framework</u> of world locational knowledge – places in the local area, UK and wider world	<u>Detailed and extensive framework</u> of locational knowledge
	Knowledge of <u>some</u> globally significant physical and human features	<u>Knowledge of globally significant</u> physical and human features
		Knowledge of <u>places in the news</u>

2. Understanding – conditions, processes and interactions that explain geographical features (moving from the concrete to the abstract; making relevant links; using increasingly complex information to develop understanding of the world)

Expectations at the end of key stage 1	Expectations at the end of year 4	Expectations at the end of year 6
<u>Describe</u> human and physical (features/places) using <u>simple geographical vocabulary</u>	<u>Demonstrate understanding</u> of the world by <u>investigating places</u> beyond the local environment	<u>Describe a range of places in detail</u>
Identify some <u>similarities and differences</u>	<u>Investigate human and physical</u> geographies	Identify <u>how and why</u> places are <u>similar and different</u> (knowledge of processes eg. tourism)
Identify <u>simple patterns</u> in the environment	Understand how <u>places change</u>	Identify <u>how and why</u> places <u>change</u>
	Make <u>links</u> between <u>people and the environment</u>	<u>Describe spatial patterns</u> in human and physical geographies - identify <u>conditions</u> that lead to change and the <u>processes</u> involved in change
	Make <u>comparisons between places</u>	Understand some <u>links</u> between <u>people, places and environments</u>
	<u>Understand similarities and differences</u> between places	

3. Geographical Enquiry - observing, collecting, analysing, evaluating and communicating (developing investigation skills)

Expectations at the end of key stage 1	Expectations at the end of year 4	Expectations at the end of year 6
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Investigate places and environments by <u>asking and answering questions</u>	Investigate places and environments by <u>asking and answering questions</u> in greater depth	Conduct <u>geographical investigations</u> using a range of questions, skills and sources
Make <u>observations</u>	Make <u>observations</u>	Use a <u>wide range of sources</u> including maps, graphs and images
Use <u>simple sources</u> – maps, atlases, globes, images, aerial photographs	Use <u>sources</u> – maps, atlases, globes, images, aerial photographs	<u>Express and explain opinions</u> and understand why others have <u>different points of view</u>
	Express <u>opinions</u> and recognise <u>others may think differently</u>	

4. Fieldwork/Map skills (Source: 'Progression in Mapping', Paul Owens (2016), Digimap for Schools)

	Expectations at the end of key stage 1	Expectations at the end of year 4	Expectations at the end of year 6
Fieldwork	<ul style="list-style-type: none"> - use observation skills - conduct small-scale local surveys - draw simple representations of the environment - prepare questions to be asked of familiar people - use pro-formas to collect data eg. tally - use a camera to record findings 	<ul style="list-style-type: none"> - record findings in a variety of ways including using digital methods eg. 2Simple - use a camera independently to record specific findings - label photographic evidence appropriately 	<ul style="list-style-type: none"> - choose appropriate methods of data gathering eg. interviews - use a database to analyse collected data - use graphs to display data - evaluate collected evidence and identify areas for development - take, use and evaluate photographic evidence
Using and Interpreting	<ul style="list-style-type: none"> - be able to find information on aerial photographs - know what maps show us - follow a simple route on a map - read simple maps (eg. roads, forests, rivers) - give maps titles - make links between maps and everyday life eg. local journeys and the local environment - begin to use maps to explain why places are where they are eg. positioning of castles 	<ul style="list-style-type: none"> - use atlases, maps and globes - use OS maps - use maps at different scales - be able to find photos of features on maps - be able to identify and begin to explain patterns on maps - give maps relevant titles linked to purpose - use thematic maps eg. vegetation - use maps to explain what places are like (local scale) - know contours show height/slope 	<ul style="list-style-type: none"> - make links between maps and aerial photographs - follow a route on a map and identify features passed - use index and contents pages of an atlas - use thematic maps for a purpose eg. observing changes to rainforest coverage - find information/answer questions using distribution and thematic maps - follow a route on an OS map - describe and understand relief on a map
Position and Orientation	<ul style="list-style-type: none"> - begin to use directional vocabulary - use a compass to identify N, S, E and W - find N on an OS map 	<ul style="list-style-type: none"> - use simple grids to give position - give directions using N, S, E, W, NE, SE, SW and NW - use 4-figure co-ordinates 	<ul style="list-style-type: none"> - use 4 and 6-figure co-ordinates to find features - give directions to 8 cardinal points - use latitude and longitude in an atlas/globe
Drawing	<ul style="list-style-type: none"> - draw a simple map 	<ul style="list-style-type: none"> - map a short route with correct features - map a small area accurately 	<ul style="list-style-type: none"> - make sketch maps using symbols and a key - make plans eg. a play park with a scale

26/11/2021

			- draw thematic maps of local spaces
Symbols	<ul style="list-style-type: none"> - know what a map symbol does - use map symbols - find a symbol on an OS map - talk about why maps need keys 	<ul style="list-style-type: none"> - use plan views - add standard symbols to maps with a key 	<ul style="list-style-type: none"> - use OS map symbols - know what maps can/can't show - know atlas symbols
Perspective and Scale	- draw a plan with a birds eye view	<ul style="list-style-type: none"> - use a map/aerial image to identify and discuss what could be seen - know how distances are read on maps eg. pacing 	<ul style="list-style-type: none"> - use a range of viewpoints up to satellite - use maps to explain contours and slope - use the scale on maps and make comparisons - describe features using a combination of maps, fieldwork and photographs
Resources	Large scale street maps/OS maps Aerial photographs Different types of map, eg. brochures, stories, paper/digital, globes, atlases	Large scale street maps/OS maps Aerial photographs from different perspectives OS maps/digital maps with different scales Different types of map, eg. brochures, stories, paper/digital, globes, atlases	Large scale street maps/OS maps Aerial photographs from different perspectives OS maps/digital maps with different scales Different types of map, eg. brochures, stories, paper/digital, globes, atlases
Context	Local and within personal experience Global – world map/globe	Wider range places in the local area Compare contrasting places with the local area Local fieldwork	Range of places – vary by scale and theme (eg. city/village or rainforest/city) Fieldwork in a wider range of places