

Geography

Skills Progression Years F - 6

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<p>Children make observations and can talk about similarities and differences between places and living things. They talk about features of their own environment and can talk about how environments vary.</p> <p>Children talk about similarities and differences between themselves and others and among families, communities and traditions.</p>	<p>Ask and respond to simple closed questions.</p> <p>Use books/pictures as sources of information.</p> <p>Investigate surroundings.</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions. Where is it? What is it like?</p> <p>Use non-fiction books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate surroundings.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs.</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence and draw conclusions between locations</p> <p>photos/pictures/maps.</p>	<p>Begin to suggest questions for investigating.</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations – influence in people/everyday life.</p>	<p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>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.</p>
Direction/Location		<p>Follow directions (up, down, left/right, forwards/backwards)</p>	<p>Follow directions (as Y1 and NSEW)</p>	<p>Use 4 compass points to follow/give directions.</p> <p>Use letter/no. co-ordinates to locate features on a map.</p>	<p>Use 4 compass points well.</p> <p>Begin to use 8 compass points.</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p>	<p>Use 8 point compass points.</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p>	<p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid references; use latitude and longitude on atlas maps.</p>
Drawing maps		<p>Draw picture maps of imaginary places and from stories.</p>	<p>Draw a map of a real or imaginary place (add detail to a sketch map from aerial photograph.</p>	<p>Try to make a map of a short route experienced, with features in correct order.</p> <p>Try to make a simple scale drawing.</p>	<p>Make a map of a short route experienced, with features in correct order.</p> <p>Make a simple scale drawing.</p>	<p>Begin to draw a variety of thematic maps based on their own data.</p>	<p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p>

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Representati		Use own symbols on imaginary map.	Begin to understand the need for a key. Use symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key. Use/recognise OS map symbols.	Use/recognise OS map symbols. Use atlas symbols.
Using maps		Use a simple picture maps to move around the school and recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy (e.g. whilst orienteering).	Locate places on large scale maps (e.g. Find UK or India on a globe). Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (e.g. pick atlas to find Taiwan. OS map to find local village). Begin to use atlases to find out about other features of places (e.g. find wettest part of the world).	Follow a short route on an OS map. Describe features shown on an OS map. Locate places on a world map. Use atlases to find out about other features of places (e.g. mountain regions, weather patterns).
Scale/Distance		Use relative vocabulary (e.g. bigger/smaller, like/dislike).	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).	Begin to match boundaries (e.g. find same boundary of a country on different scale maps).	Begin to match boundaries (e.g. find some boundary of a country on different scale maps).	Measure straight line distance on a plan. Find/recognise places on maps of different scales (e.g. River Nile).	Use scale to measure distances. Draw/use maps and plans at a range of scales.

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Perspective		Draw around objects to make a plan.	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high point of view.	Draw a sketch map from a high point of view.	Draw a plan view of a map with some accuracy.	Draw a plan view of a map accurately.
Map knowledge		Learn names of some places within/around the UK e.g. home town, cities, countries.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Begin to identify points on maps A, B and C.	Begin to identify significant places and environments.	Identify significant places and environments.	Confidently identify significant places and environments.
Style of map		Picture maps and globes.	Find land/sea on a globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas.	Use large scale OS maps. Begin to use map sites on the internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases. Use map sites in internet. Identify features on aerial/oblique photographs.	Use index and contents pages with atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise a world map as a flattened globe.