



Progression of Skills in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> * Teacher led enquiries, to ask and respond to simple closed questions. * Use information books/pictures as sources of information. * Investigate their surroundings * Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> * Children encouraged to ask simple geographical questions; Where is it? What's it like? * Use NF books, stories, maps, pictures/photos and internet as sources of information. * Investigate their surroundings * Make appropriate observations about why things happen. * Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> * Begin to ask/initiate geographical questions. * Use NF books, stories, atlases, pictures/photos and internet as sources of information. * Investigate places and themes at more than one scale * Begin to collect and record evidence * Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> * Ask and respond to questions and offer their own ideas. * Extend to satellite images, aerial photographs * Investigate places and themes at more than one scale * Collect and record evidence with some aid * Analyse evidence and draw conclusions e.g. make comparisons between locations photos/ pictures/ maps 	<ul style="list-style-type: none"> * Begin to suggest questions for investigating * Begin to use primary and secondary sources of evidence in their investigations. * Investigate places with more emphasis on the larger scale; contrasting and distant places * Collect and record evidence unaided * Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 	<ul style="list-style-type: none"> * Suggest questions for investigating * Use primary and secondary sources of evidence in their investigations. * Investigate places with more emphasis on the larger scale; contrasting and distant places * Collect and record evidence unaided * 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



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Drawing Maps	<ul style="list-style-type: none"> * Draw picture maps of imaginary places and from stories. * Draw basic maps, including appropriate symbols and pictures to represent places or features. 	<ul style="list-style-type: none"> * Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) * Draw or make a map of real or imaginary places * Use and construct basic symbols in a key. 	<ul style="list-style-type: none"> * Try to make a map of a short route experienced, with features in correct order; * Try to make a simple scale drawing. * Use standard symbols and understand the importance of a key. 	<ul style="list-style-type: none"> * Make a map of a short route experienced, with features in correct order; * Make a simple scale drawing. * Recognise and use the OS map symbols, including completion of a key and understanding why it is important. * Draw a sketch map from a high viewpoint. 	<ul style="list-style-type: none"> * Begin to draw a variety of thematic maps based on their own data. * Draw a sketch map using symbols and a key. * Use and recognise OS map symbols regularly. 	<ul style="list-style-type: none"> * Draw a variety of thematic maps based on their own data. * Begin to draw plans of increasing complexity. * Begin to use and recognise atlas symbols.
Using maps	<ul style="list-style-type: none"> * Use a simple picture map to move around the school. * Use relative vocabulary such as bigger, smaller, like, dislike * Use directional language such as near and far, up and down, left and right, forwards and backwards * Recognise that it is about a place. 	<ul style="list-style-type: none"> * Follow a route on a map. * Use a plan view. * Use an infant atlas to locate places. * using simple compass directions (N,S,E,W) * Use ariel photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> * Locate places on larger scale maps e.g. map of Europe, including OS and digital. * Follow a route on a map with some accuracy. (e.g. whilst orienteering) * Begin to match boundaries * Use a 4 figure compass and letter/number co-ordinates to identify features on a map. 	<ul style="list-style-type: none"> * Locate places on large scale maps, (e.g. Find UK or India on globe) * Follow a route on a large scale map. * Identify features on an aerial photograph, digital or computer map. * Begin to use 8 figure compass and 4 four figure grid references to identify features on a map. 	<ul style="list-style-type: none"> * 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) * Find and recognise places on maps of different scales. * Use 8 figure compasses, begin to use 6 figure grid reference. 	<ul style="list-style-type: none"> * Follow a short route on an OS map. * Describe features shown on OS map. * Use 8 figure compass and 6 figure grid reference accurately * Use lines of longitude and latitude on maps



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Scale/distance	<ul style="list-style-type: none"> * Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> * Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> * Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) 	<ul style="list-style-type: none"> * Measure straight line distance on a plan. * Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> * Use a scale to measure distances. * Draw/use maps and plans at a range of scales.
Map knowledge	<ul style="list-style-type: none"> * Use world maps to identify the UK in its position in the world. * Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. * Use maps to locate the four countries and capital cities of the UK. 	<ul style="list-style-type: none"> * Locate and name on a world map and globe the seven continents and five oceans. * :Locate on a globe and world map the hot and cold areas of the world including the Equator and North and South Poles. 	<ul style="list-style-type: none"> * Locate the UK on a variety of different scale maps * Name and locate the countries and cities of the UK. 	<ul style="list-style-type: none"> * Locate Europe on a large scale map or globe. * Name and locate countries in Europe (including Russia) and their capital cities. 	<ul style="list-style-type: none"> * Locate the world's countries, focus on North and South America * Identify the position and significance of lines of longitude and latitude. 	<ul style="list-style-type: none"> * Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.
Style of map	<ul style="list-style-type: none"> * Picture maps and globes 	<ul style="list-style-type: none"> * Find land/sea on globe. * Use teacher drawn base maps. * Use large scale OS maps. * Use an infant atlas 	<ul style="list-style-type: none"> * Use large scale OS maps. * Begin to use map sites on internet. * Begin to use junior atlases. * Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> * Use large and medium scale OS maps. * Use junior atlases. * Use map sites on internet. * Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> * Use index and contents page within atlases. * Use medium scale land ranger OS maps. 	<ul style="list-style-type: none"> * Use OS maps. * Confidently use an atlas. * Recognise world map as a flattened globe.