

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"> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as sources of information.</li> <li>• Investigate their surroundings</li> <li>• - Make observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>• Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>• Investigate their surroundings</li> <li>• Make appropriate observations about why things happen.</li> <li>• Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to ask/initiate geographical questions.</li> <li>• Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>• Investigate places and themes at more than one scale</li> <li>• Begin to collect and record evidence</li> <li>• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond to questions and offer their own ideas.</li> <li>• Extend to satellite images, aerial photographs</li> <li>• Investigate places and themes at more than one scale</li> <li>• Collect and record evidence with some aid</li> <li>• Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond to questions and offer their own ideas.</li> <li>• Extend to satellite images, aerial photographs</li> <li>• Investigate places and themes at more than one scale</li> <li>• Collect and record evidence with some aid</li> <li>• Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul>	<p>Suggest questions for investigating</p> <ul style="list-style-type: none"> <li>• Use primary and secondary sources of evidence in their investigations.</li> <li>• Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>• Collect and record evidence unaided</li> <li>• 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</li> </ul>
Direction/Location	<ul style="list-style-type: none"> <li>• Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions (as yr. 1 and inc'. NSEW)</li> </ul>	<ul style="list-style-type: none"> <li>• Use 4 compass points to follow/give directions:</li> <li>• Use letter/no. co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Use 4 compass points well:</li> <li>• Begin to use 8 compass points;</li> <li>• Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• Use 8 compass points;</li> <li>• Begin to use 4 figure co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Use 8 compass points confidently and accurately;</li> <li>• Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>• Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> </ul>

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Drawing maps	<ul style="list-style-type: none"> <li>• Draw picture maps of imaginary places and from stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul>	<ul style="list-style-type: none"> <li>• Try to make a map of a short route experienced, with features in correct order;</li> <li>• Try to make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a map of a short route experienced, with features in correct order;</li> <li>• Make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to draw a variety of thematic maps based on their own data.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a variety of thematic maps based on their own data.</li> <li>• Begin to draw plans of increasing complexity.</li> </ul>
Representation	<ul style="list-style-type: none"> <li>• Use own symbols on imaginary map.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand the need for a key.</li> <li>• Use class agreed symbols to make a simple key.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why a key is needed.</li> <li>• Use standard symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why a key is needed.</li> <li>• Begin to recognise symbols on an OS map.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a sketch map using symbols and a key</li> <li>• Use/ recognise OS map symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Use/ recognise OS map symbols.</li> <li>• Use atlas symbols.</li> </ul>
Using maps	<ul style="list-style-type: none"> <li>• Use a simple picture map to move around the school;</li> <li>• Recognise that it is about a place.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a route on a map.</li> <li>• Use a plan view.</li> <li>• Use an infant atlas to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul>	<ul style="list-style-type: none"> <li>• Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>• Follow a route on a large-scale map.</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps with aerial photographs.</li> <li>• Select a map for specific purposes. (E.g., Pick atlas to find Thai wan OS map to find local village).</li> <li>• Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a short route on an OS map. Describe features shown on OS map.</li> <li>• Locate places on a world map.</li> <li>• Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> </ul>
Scale/Distance	<ul style="list-style-type: none"> <li>• Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to match boundaries (E.g. find same boundary of a county on different scale maps)</li> </ul>	<ul style="list-style-type: none"> <li>• Measure straight line distance on a plan.</li> <li>• Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul>	<ul style="list-style-type: none"> <li>• Use a scale to measure distances.</li> <li>• Draw/use maps and plans at a range of scales.</li> </ul>
Perspective	<ul style="list-style-type: none"> <li>• Draw around objects to make a plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Look down on objects to make a plan view map.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a plan view map with some accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a plan view map accurately.</li> </ul>

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<b>Map Knowledge</b>	<ul style="list-style-type: none"> <li>• Learn names of some places in and around the UK e.g., home town, cities and countries e.g. Wales, France.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and name on UK map major features, London, River Thames, home town</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify points on maps A, B and C</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify significant places and environments</li> </ul>	<ul style="list-style-type: none"> <li>• Identify significant places and environments</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently identify significant places and environments</li> </ul>
<b>Style of map</b>	<ul style="list-style-type: none"> <li>• Picture maps and globes</li> </ul>	<ul style="list-style-type: none"> <li>• Find land/ sea on globe</li> <li>• Use teacher base drawn maps</li> <li>• Use large scale OS maps</li> <li>• Use an infant atlas</li> </ul>	<ul style="list-style-type: none"> <li>• Use large scale OS maps</li> <li>• Begin to use map sites on internet</li> <li>• Begin to use junior atlases</li> <li>• Begin to identify features on aerial/ oblique photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Use large and medium scale OS maps</li> <li>• Use junior atlases</li> <li>• Use map sites on internet</li> <li>• Identify features on aerial / oblique photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Use index and contents page within atlases</li> <li>• Use medium land ranger OS maps</li> </ul>	<ul style="list-style-type: none"> <li>• Use OS maps</li> <li>• Confidently use atlases</li> <li>• Recognise world map as flattened globe</li> </ul>