



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
Direction/Location	<ul style="list-style-type: none"> ○ Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> ○ Follow directions (as Year 1 and including NSEW) 	<ul style="list-style-type: none"> ○ Use 4 compass points to follow/give directions ○ Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> ○ Use 4 compass points well ○ Begin to use 8 compass points ○ Use letter/no. co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> ○ Use 8 compass points ○ Begin to use 4 figure coordinates to locate features on a map. 	<ul style="list-style-type: none"> ○ Use 8 compass points confidently and accurately ○ Use 4 figure co-ordinates confidently to locate features on a map. ○ Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	<ul style="list-style-type: none"> ○ Draw picture maps of imaginary places and from stories. 	<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) 	<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. 	<ul style="list-style-type: none"> ○ Make a map of a short route experienced, with features in correct order ○ Make a simple scale drawing. 	<ul style="list-style-type: none"> ○ Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> ○ Draw a variety of thematic maps based on their own data. ○ Begin to draw plans of increasing complexity.
Representation	<ul style="list-style-type: none"> ○ Use own symbols on imaginary map. 	<ul style="list-style-type: none"> ○ Begin to understand the need for a key and use class agreed symbols to make a simple key 	<ul style="list-style-type: none"> ○ Know why a key is needed and use standard symbols. 	<ul style="list-style-type: none"> ○ Know why a key is needed. 	<ul style="list-style-type: none"> ○ Draw a sketch map using symbols and a key; ○ Use/recognise OS map symbols. 	<ul style="list-style-type: none"> ○ Use/recognise OS map symbols; ○ Use atlas symbols.

				<ul style="list-style-type: none"> ○ Begin to recognise symbols on an OS map. 		
Using maps	<ul style="list-style-type: none"> ○ Use a simple picture map to move around the school; ○ 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. 	<ul style="list-style-type: none"> ○ Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) 	<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. 	<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) 	<ul style="list-style-type: none"> ○ Follow a short route on an OS map. Describe features shown on 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	<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.
Perspective	<ul style="list-style-type: none"> ○ Draw around objects to make a plan. 	<ul style="list-style-type: none"> ○ Look down on objects to make a plan view map. 	<ul style="list-style-type: none"> ○ Begin to draw a sketch map from a high view point. 	<ul style="list-style-type: none"> ○ Draw a sketch map from a high view point. 	<ul style="list-style-type: none"> ○ Draw a plan view map with some accuracy. 	<ul style="list-style-type: none"> ○ Draw a plan view map accurately.
Map knowledge	<ul style="list-style-type: none"> ○ Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. 	<ul style="list-style-type: none"> ○ Locate and name on UK map major features e.g. London, River Thames, home location, seas. 	<ul style="list-style-type: none"> ○ Begin to identify points on maps A,B and C 	<ul style="list-style-type: none"> ○ Begin to identify significant places and environments 	<ul style="list-style-type: none"> ○ Identify significant places and environments 	<ul style="list-style-type: none"> ○ Confidently identify significant places and environments
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.