



## Geography Skills Progression

Key Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical enquiry</b>	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.	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.	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.	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	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	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
<b>Direction/Location</b>	• Follow directions (Up, down, left/right, forwards/backwards, near and far)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map	• Use 4 compass points well: • Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently • Begin to use 4 figure coordinates to locate features on a map	Use 8 compass points; • To use 4 figure coordinates to locate features on a map. • Begin to use 6 figure grid refs.	• Use 8 compass points confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • To use 6 figure grid refs; use latitude and longitude on atlas maps.
<b>Drawing maps</b>	Draw picture maps or simple map.	Draw a simple map of a real place within the school and local area. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity.



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<b>Representation</b>	<ul style="list-style-type: none"> <li>Use own symbols on simple map</li> </ul>	<p>Begin to understand the need for a key. • Use class agreed symbols to make a simple key.</p>	<p>Know why a key is needed. • Use standard symbols.</p>	<p>Know why a key is needed. • Begin to recognise symbols on an OS map.</p>	<p>Draw a sketch map using symbols and a key; • Use/recognise OS map symbols</p>	<p>Use/recognise OS map symbols; • Use atlas symbols.</p>
<b>Using maps</b>	<ul style="list-style-type: none"> <li>Use a simple picture map to move around the school; • Recognise that it is about a place. •</li> </ul>	<p>Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places.</p>	<p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p>	<ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map.</li> </ul>	<p>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)</p>	<p>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)</p>
<b>Scale/Distance</b>	<p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>	<p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>	<p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p>	<p>Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.)</p>	<p>Use a scale to measure distances. • Draw/use maps and plans at a range of scales.</p>
<b>Perspective</b>	<p>Draw around objects to make a plan</p>	<p>Look down on objects to make a plan view map.</p>	<p>Begin to draw a sketch map from a high view point.</p>	<p>Draw a sketch map from a high view point.</p>	<p>Draw a plan view map with some accuracy.</p>	<p>Draw a plan view map accurately.</p>
<b>Map knowledge</b>	<p>Learn and locate the four countries of the UK and the surrounding local area.</p>	<ul style="list-style-type: none"> <li>Locate and name on UK map major features e.g. London, River Thames, home location, seas. Four main countries and capital cities of the UK. • Name and locate the world seven continents and five oceans.</li> </ul>	<p>To identify the position and significance of the equator, northern and southern hemisphere, latitude and longitude</p>	<p>To identify the position and significance of the equator, northern and southern hemisphere, latitude and longitude. Identify the tropics of cancer and Capricorn, Arctic and Antarctic circle.</p>	<p>Identify the position and significance of the prime Meridian and Time zones.</p>	<p>To identify and use all map knowledge skills.</p>
<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. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas</li> </ul>	<ul style="list-style-type: none"> <li>Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on</li> </ul>	<ul style="list-style-type: none"> <li>Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on</li> </ul>	<ul style="list-style-type: none"> <li>Use index and contents page within atlases. • Use medium scale land ranger OS maps.</li> </ul>	<ul style="list-style-type: none"> <li>Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe</li> </ul>



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			aerial/oblique photographs.	aerial/oblique photographs.		
<b>Human and Physical Features</b>	To identify seasonal and daily weather patterns in the UK. To use basic geographical vocabulary to refer to human and physical features of the UK.	To identify the seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator, North and South poles. To use basic geographical vocabulary to refer to human and physical features of a non-European Country.	To describe and understand key aspects of the physical geography of volcanoes and earthquakes To describe and understand the types of settlement and land use.	To understand the key aspects of rivers, mountains and the water cycle. A European Country.	To identify and describe climate zones, biomes and vegetation belts. A country in South America.	To describe and understand the human geography of economic activity, trade links and the distribution of natural resources including energy, food, minerals and water. A country in North America.