**Progression of Skills in Geography**

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|   | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Geographical enquiry**  | * Use all their senses in hands-on exploration of natural materials.
* Begin to understand the need to respect and care for the natural environment and all living things.
* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
 | * 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.
* Begins to ask geographical questions (what is it like?)
* Begins to express own views about places, people, environments.
* Observe, record and communicate e.g. – pictures, labels, pictograms.
 | * Children encouraged to ask simple geographical questions; Where is it? What's it like? How has it changes?
* 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.
* Recognises how places have become the way they are.
* Expresses own views and places, people, environments, locations and gives detailed reasons to support opinions.
* Observe, record and communicate e.g. – reports, charts.
 | * 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
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| **Direction/Location**  | * Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
* Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’
 | * Follow directions (Up, down, left/right, forwards/backwards)
 | * 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.
 | * Use 8 compass points;
* Begin to use 4 figure coordinates to locate features on a map.
 | * 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.
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| **Drawing maps**  | * Draw information from a simple map.
* Recognise some similarities and differences between life in this country and life in other countries.
* Explore the natural world around them.
* Recognise some environments that are different to the one in which they live
 | * Draw picture maps of imaginary places and from stories.
 | * Draw a map of a real or imaginary place. (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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| **Representation**  |  | * Use own symbols on imaginary map.
 | * Begin to understand the need for a key.
* Use class agreed 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.
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| **Using maps**  | * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps
 | * Use a simple picture map to move around the school;
* 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 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 OS map.
* Locate places on a world map.
* Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
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| **Scale/Distance**  | * Understand position through words alone. For example, “The bag is under the table,” – with no pointing
 | * 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 same boundary of a county on different scale maps.)
 | * Measure straight line distance on a plan.
* Find/recognise places on maps of different scales. (E.g. river Nile.)
 | * Use a scale to measure distances.
* Draw/use maps and plans at a range of scales.
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|  | **EYFS** | **Year 1**  | **Year 2**  | **Year 3**  | **Year 4**  | **Year 5**  | **Year 6**  |
| **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 view point.
 | * Draw a sketch map from a high view point.
 | * Draw a plan view map with some accuracy.
 | * Draw a plan view map accurately.
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| **Map knowledge**  | * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps
 | * Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.
 | * 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**  | * Simple map
 | * Picture maps and globes
 | * Find land/sea on 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 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 on internet.
* Identify features on aerial/oblique photographs.
 | * Use index and contents page within atlases.
* Use medium scale land ranger OS maps.
 | * Use OS maps.
* Confidently use an atlas.
* Recognise world map as a flattened globe.
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