



Geography Progression of Skills



<u>Topic</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Geography enquiry	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>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.</p>



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Direction/ Location	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>	<p>Follow directions (Up, down, left/right, forwards/backwards)</p>	<p>Follow directions (as yr 1 and including NSEW)</p>	<p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. coordinates to locate features on a map.</p>	<p>Use 4 compass points well:</p> <p>Begin to use 8 compass points;</p> <p>Use letter/no. coordinates to locate features on a map confidently.</p>	<p>Use 8 compass points;</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p>	<p>Use 8 compass points confidently and accurately;</p> <p>Use 4 figure coordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>



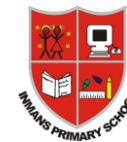
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Drawing maps	Draw information from a simple map.	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, 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	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing	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 a map.	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.	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	Follow a route on a map. Use a plan view. Use an infant atlas to locate places	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map	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	Use relative vocabulary (e.g. bigger/smaller)	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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Perspective	Draw their own version of a map.	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	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and 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



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Style of map	Know what a map is.	Name pictures, 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.