**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 |
| **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. |
| **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. |
| **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. |
| **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) |
| **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. |
|  | **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. |
| **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. |