

# Progression of skills in Geography

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry.	<ul style="list-style-type: none"> <li>- Ask and answer questions about their environment and the world.</li> <li>- Investigate their surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>- Use information books/pictures as sources of information.</li> <li>- Investigate their surroundings.</li> <li>- Make observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li>- Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>- Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>- Investigate their surroundings.</li> <li>- Make appropriate observations about why things happen.</li> <li>- Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to ask/initiate geographical questions.</li> <li>- Investigate places and themes at more than one scale</li> <li>- Begin to collect and record evidence.</li> <li>- Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and respond to questions and offer their own ideas.</li> <li>- Extend to satellite images, aerial photographs.</li> <li>- Investigate places and themes at more than one scale</li> <li>- Collect and record evidence with some aid</li> <li>- Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to suggest questions for investigating.</li> <li>- Begin to use primary and secondary sources of evidence in their investigations.</li> <li>- Investigate places with more emphasis on the larger scale; contrasting and distant places.</li> <li>- Collect and record evidence unaided.</li> <li>- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest questions for investigating.</li> <li>- Use primary and secondary sources of evidence in their investigations.</li> <li>- Investigate places with more emphasis on the larger scale; contrasting and distant places.</li> <li>- Collect and record evidence unaided.</li> <li>- 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.</li> </ul>
Using maps and direction.	<ul style="list-style-type: none"> <li>- Describe position using behind, in front, under etc.</li> <li>- Create own trails using a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow directions (Up, down, left/right, forwards/backwards)</li> <li>- Use a simple picture map to move around the school;</li> <li>- Recognise that a map is about a place.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow directions and include N, S, E and W.</li> <li>- Follow a route on a map.</li> <li>- Use a plan view.</li> <li>- Use an infant atlas to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>- Use 4 compass points to follow/give directions:</li> <li>- Use letter/no. co-ordinates to locate features on a map.</li> <li>- Locate places on larger scale maps e.g. map of Europe.</li> <li>- Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul>	<ul style="list-style-type: none"> <li>- Use 4 compass points well:</li> <li>- Begin to use 8 compass points;</li> <li>- Use letter/no. co-ordinates to locate features on a map confidently.</li> <li>- Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>- Follow a route on a large scale map.</li> </ul>	<ul style="list-style-type: none"> <li>- Use 8 compass points;</li> <li>- Begin to use 4 figure coordinates to locate features on a map.</li> <li>- Compare maps with aerial photographs.</li> <li>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</li> <li>- Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world).</li> </ul>	<ul style="list-style-type: none"> <li>- Use 8 compass points confidently and accurately;</li> <li>- Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>- Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> <li>Follow a short route on an OS map. Describe features shown on OS map.</li> <li>- Locate places on a world map.</li> <li>- Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns).</li> </ul>
Drawing maps	<ul style="list-style-type: none"> <li>- Give meanings to marks they make.</li> <li>- Use a range of materials and objects for small world play.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw picture maps of imaginary places and from stories.</li> <li>- Use own symbols on imaginary map.</li> <li>- Draw around objects to make a plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from a aerial photograph.)</li> <li>- Begin to understand the need for a key.</li> <li>- Use class agreed symbols to make a simple key.</li> <li>- Look down on objects to make a plan view map</li> </ul>	<ul style="list-style-type: none"> <li>- Try to make a map of a short route experienced, with features in correct order;</li> <li>- Try to make a simple scale drawing.</li> <li>- Know why a key is needed.</li> <li>- Use standard symbols.</li> <li>- Begin to draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a map of a short route experienced, with features in correct order;</li> <li>- Make a simple scale drawing.</li> <li>- Know why a key is needed.</li> <li>- Begin to recognise symbols on an OS map.</li> <li>- Draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to draw a variety of thematic maps based on their own data.</li> <li>- Draw a sketch map using symbols and a key;</li> <li>- Use/recognise OS map symbols.</li> <li>- Draw a plan view map with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a variety of thematic maps based on their own data.</li> <li>- Begin to draw plans of increasing complexity.</li> <li>- Use/recognise OS map symbols;</li> <li>- Use atlas symbols.</li> <li>- Draw a plan view map accurately.</li> </ul>
Scale and distance	<ul style="list-style-type: none"> <li>- Use a range of small world toys. E.g. car mats.</li> </ul>	<ul style="list-style-type: none"> <li>- Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>- Measure straightline distance on a plan.</li> <li>- Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul>	<ul style="list-style-type: none"> <li>- Use a scale to measure distances.</li> <li>- Draw/use maps and plans at a range of scales.</li> </ul>
Map knowledge	<ul style="list-style-type: none"> <li>- Know significant names of places that are important to them.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</li> </ul>	<ul style="list-style-type: none"> <li>- Locate and name on UK map major features e.g. London, River Thames, home location, seas.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to identify points on maps A, B and C.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to identify significant places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify significant places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>- Confidently identify significant places and environments.</li> </ul>

