

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"> - Ask and answer questions about their environment and the world. - Investigate their surroundings. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Begin to ask/initiate geographical questions. - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
Using maps and direction.	<ul style="list-style-type: none"> - Describe position using behind, in front, under etc. - Create own trails using a range of materials. 	<ul style="list-style-type: none"> - Follow directions (Up, down, left/right, forwards/backwards) - Use a simple picture map to move around the school; - Recognise that a map is about a place. 	<ul style="list-style-type: none"> - Follow directions and include N, S, E and W. - Follow a route on a map. - Use a plan view. - Use an infant atlas to locate places. 	<ul style="list-style-type: none"> - Use 4 compass points to follow/give directions: - Use letter/no. co-ordinates to locate features on a map. - Locate places on larger scale maps e.g. map of Europe. - Follow a route on a map with some accuracy. (e.g. whilst orienteering) 	<ul style="list-style-type: none"> - Use 4 compass points well: - Begin to use 8 compass points; - Use letter/no. co-ordinates to locate features on a map confidently. - Locate places on large scale maps, (e.g. Find UK or India on globe) - Follow a route on a large scale map. 	<ul style="list-style-type: none"> - Use 8 compass points; - Begin to use 4 figure coordinates to locate features on a 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 atlas to find out about other features of places. (e.g. find wettest part of the world). 	<ul style="list-style-type: none"> - 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. 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).
Drawing maps	<ul style="list-style-type: none"> - Give meanings to marks they make. - Use a range of materials and objects for small world play. 	<ul style="list-style-type: none"> - Draw picture maps of imaginary places and from stories. - Use own symbols on imaginary map. - Draw around objects to make a plan. 	<ul style="list-style-type: none"> - Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from a aerial photograph.) - Begin to understand the need for a key. - Use class agreed symbols to make a simple key. - Look down on objects to make a plan view map 	<ul style="list-style-type: none"> - Try to make a map of a short route experienced, with features in correct order; - Try to make a simple scale drawing. - Know why a key is needed. - Use standard symbols. - Begin to draw a sketch map from a high view point. 	<ul style="list-style-type: none"> - Make a map of a short route experienced, with features in correct order; - Make a simple scale drawing. - Know why a key is needed. - Begin to recognise symbols on an OS map. - Draw a sketch map from a high view point. 	<ul style="list-style-type: none"> - Begin to draw a variety of thematic maps based on their own data. - Draw a sketch map using symbols and a key; - Use/recognise OS map symbols. - Draw a plan view map with some accuracy. 	<ul style="list-style-type: none"> - Draw a variety of thematic maps based on their own data. - Begin to draw plans of increasing complexity. - Use/recognise OS map symbols; - Use atlas symbols. - Draw a plan view map accurately.
Scale and distance	<ul style="list-style-type: none"> - Use a range of small world toys. E.g. car mats. 	<ul style="list-style-type: none"> - Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> - Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map). 	<ul style="list-style-type: none"> - Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> - Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) 	<ul style="list-style-type: none"> - Measure straightline distance on a plan. - Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> - Use a scale to measure distances. - Draw/use maps and plans at a range of scales.
Map knowledge	<ul style="list-style-type: none"> - Know significant names of places that are important to them. 	<ul style="list-style-type: none"> - Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. 	<ul style="list-style-type: none"> - Locate and name on UK map major features e.g. London, River Thames, home location, seas. 	<ul style="list-style-type: none"> - Begin to identify points on maps A, B and C. 	<ul style="list-style-type: none"> - Begin to identify significant places and environments. 	<ul style="list-style-type: none"> - Identify significant places and environments. 	<ul style="list-style-type: none"> - Confidently identify significant places and environments.

