

## Progression of Skills in Geography

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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/ photographs as sources of information.</li> <li>- Investigate their surroundings.</li> <li>- Identify seasonal and daily weather patterns in their local area.</li> <li>- Make observations and describe the human and physical geography about where things are eg within the school grounds 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 non-fiction books, stories, maps, pictures, aerial photographs, plan perspectives and internet as sources of information.</li> <li>- Investigate their surroundings.</li> <li>- Identify seasonal and daily weather patterns in their local area and the United Kingdom.</li> <li>- Make appropriate observations about why things happen.</li> <li>- Make simple comparisons between features of different places (one in the United Kingdom and one in a contrasting non-European country).</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to ask/initiate geographical questions.</li> <li>- Use non-fiction books, stories, atlases, pictures, aerial photographs, photographs, plan perspectives and internet as sources of information.</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 eg make comparisons in human and physical geography between two locations (for example two countries or two geographical regions) using photographs/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 use of sources to satellite images.</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 eg make comparisons in human and physical geography between locations (for example between countries or geographical regions) using photographs/ 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 (including sketch maps, plans, graphs, digital technologies) in their investigations.</li> <li>- Investigate places with more emphasis on the large scale; contrasting and distant places.</li> <li>- Collect and record evidence unaided.</li> <li>- Analyse evidence and draw conclusions eg compare historical maps of varying scales (for example temperature of various locations - influence of people/ everyday life).</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest questions for investigating.</li> <li>- Use primary and secondary sources (including sketch maps, plans, graphs, digital technologies) 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 eg from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.</li> </ul>
Human and physical geography: Vocabulary		<ul style="list-style-type: none"> <li>- Children use basic geographical vocabulary to refer to:</li> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop.</li> </ul>	<ul style="list-style-type: none"> <li>- Children can describe and understand the key aspects of:</li> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, mineral and water.</li> </ul>				

Direction		<ul style="list-style-type: none"> <li>- Follow directions (up/down, left/right, forwards/backwards, near/far).</li> <li>- Use language to describe the location of features and routes on maps.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow directions (as per Year 1 and also including North, South, East and West).</li> <li>- Use language to describe the location of features and routes on maps.</li> </ul>	<ul style="list-style-type: none"> <li>- Use 4 compass points to follow/give directions;</li> <li>- Use letter/number coordinates to locate features on a map.</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/number coordinates to locate features on a map carefully.</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> </ul>	<ul style="list-style-type: none"> <li>- Use 8 compass points confidently and accurately;</li> <li>- Use 4 figure coordinates confidently to locate features on a map.</li> <li>- Begin to use 6 figure grid references; use latitude and longitude on atlas maps.</li> </ul>	
Drawing maps		<ul style="list-style-type: none"> <li>- Draw picture maps of imaginary places and from stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a map of a real or imaginary place (eg add detail to a sketch map from aerial photographs).</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> </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> </ul>	<ul style="list-style-type: none"> <li>- Begin to draw a variety of thematic maps based on their own data.</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> </ul>	
Representations		<ul style="list-style-type: none"> <li>- Use own symbols on imaginary map.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to understand the need for a key.</li> <li>- Use class agreed symbols to make a simple key.</li> </ul>	<ul style="list-style-type: none"> <li>- Know why a key is needed.</li> <li>- Use standard symbols.</li> </ul>	<ul style="list-style-type: none"> <li>- Know why a key is needed.</li> <li>- Begin to recognize symbols on an OS map.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a sketch map using symbols and a key;</li> <li>- Use/recognise OS map symbols.</li> </ul>	<ul style="list-style-type: none"> <li>- Use/recognise OS map symbols;</li> <li>- Use atlas symbols.</li> </ul>	
Using maps		<ul style="list-style-type: none"> <li>- Use a simple picture map to move around the school;</li> <li>- Recognise that it is about a place.</li> </ul>	<ul style="list-style-type: none"> <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>- Locate places on larger scale maps eg map of Europe.</li> <li>- Follow a route on a map with some accuracy (eg whilst orienteering).</li> </ul>	<ul style="list-style-type: none"> <li>- Locate places on large scale maps (eg find UK or India on a globe).</li> <li>- Follow a route on a large scale map.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare maps with aerial photographs.</li> <li>- Select a map for a specific purpose (eg 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 (eg find wettest part of the world).</li> </ul>	<ul style="list-style-type: none"> <li>- Follow a short route on an OS map.</li> <li>- Describe features shown on an OS map.</li> <li>- Locate places on a world map.</li> <li>- Use atlases to find out about other features of places (eg mountain regions, weather patterns).</li> </ul>	
				<ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on Europe (including the location of Russia), North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>- Locate and name countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</li> </ul>				
Scale/Distance		<ul style="list-style-type: none"> <li>- Use relative vocabulary (eg</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to spatially match places (eg recognize UK on a</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to match boundaries (eg find same boundary of a</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to match boundaries (eg find same boundary of a</li> </ul>	<ul style="list-style-type: none"> <li>- Measure straight line distance on a plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a scale to measure distances.</li> </ul>	

		bigger/smaller, like/dislike).	small scale and larger scale map).	county on different scale maps).	county on different scale maps).	- Find/recognise places on maps of different scales (eg the River Nile).	- Draw/use maps and plans at a range of scales.
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 and Locational 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 eg home town, cities, countries (eg Wales or France) and locate them on a map.	- Locate and name on a United Kingdom map the major features eg the four countries, capital cities, River Thames, home town, surrounding seas. - Name and locate the world's seven continents and five oceans. - Know the location of hotter and colder areas of the world in relation to the Equator and North and South poles.	- 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.
				To identify the position and significance of: Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic circle.		To identify the position and significance of: Longitude, Latitude, Prime/Greenwich Meridian, time zones (including day and night).	
Style of map		- Picture maps and globes.	- Find land/sea on a globe. - Use teacher-drawn base maps. - Use large scale OS maps. - Use an infant atlas.	- Use large scale OS maps. - Begin to use digital/computer mapping. - Begin to use junior atlases. - Begin to identify features on aerial/oblique photographs. - Use globes.	- Use large and medium scale OS maps. - Use junior atlases. - Use map sites on the internet. - Identify features on aerial/oblique photographs. - Use globes.	In addition to Years 3 and 4: - Use index and contents page within atlases. - Use medium scale land ranger OS maps.	In addition to Years 3, 4 and 5: - Use OS maps. - Confidently use an atlas. - Recognise a world map as a flattened globe.