

Progression of Skills - Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	- 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. local area.	- Children encouraged to ask simple geographical questions; Where is it? What's it like? - Use books, stories, maps, pictures/photos and internet (web cams) as sources of information. - Investigate their surroundings (Oldham) - Make appropriate observations about why things happen. - Make simple comparisons between features of different places (the seaside, cities, Kenya).	- Begin to ask geographical questions. - Use books, stories, atlases, pictures/photos and internet as sources of information. - Investigate places and themes - Make comparisons between locations using photos/ pictures, temperatures in different locations.	- Ask and respond to questions and offer their own ideas. - 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 - Be aware of primary and secondary sources of evidence - Investigate places with more emphasis on the larger scale - 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
Direction/Location	Follow directions (Up, down, left/right, forwards/backwards begin to use NSEW)	Follow directions (as year 1 and. begin to understand 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 picture maps of imaginary places and from stories.	Use symbols and keys to create a map).	- Draw simple maps - 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.	Draw maps both by hand and digitally	Begin to use plans with increasing complexity.
Representation	Use own symbols on imaginary map.	- Begin to understand the need for a key. - Read and use symbols.	- 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	- Use a simple picture map to move around the local environment; - Recognise that it is about a place.	- Follow a route on a map. - Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe.	Locate places on large scale maps, (e.g. find UK on globe or in an atlas.)	- Compare maps with aerial photographs. - Select a map for a specific purpose. - Begin to use atlases to find out about other features of places.	- Describe features shown on OS map. - Locate places on a world map. - Use atlases to find out about other features of places
Scale/Distance	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. England, Ireland, Scotland, Wales.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan.	Use maps and plans at a range of scales.

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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.	☐ Recognise features on a map from a high view point.	☐ Draw a plan view map with some accuracy.	☐ Use plan view map accurately.
Map knowledge	☐ Learn names of some places within/around the England	☐ Locate and name on UK map major features e.g. London, River Thames, home location, seaside.	☐ Begin to identify points on maps	☐ Begin to identify significant places and environments	☐ Identify significant places and environments	☐ Confidently identify significant places and environments
Style of 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.