



Geography Skills Progression

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------|---|---|---|--|---|---|--|
| Geographical Enquiry | <ul style="list-style-type: none"> - Describe what they see, hear and feel whilst outside - Recognise environments different from their own | <ul style="list-style-type: none"> - 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"> - Use atlases among other 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. | <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 - 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. - Analyse evidence and draw conclusions from fieldwork data - look at patterns and explain reasons behind it |
| Direction / Location | <ul style="list-style-type: none"> - Prepositions of direction | <ul style="list-style-type: none"> - Follow directions (Up, down, left/right, forwards/backwards) | <ul style="list-style-type: none"> - Follow directions (as Y1 and inc. NSEW) | <ul style="list-style-type: none"> - Use 4 compass points to follow/give directions | <ul style="list-style-type: none"> - Begin to use 8 compass points - Use letter and number co-ordinates to | <ul style="list-style-type: none"> - Use 8 compass points | <ul style="list-style-type: none"> - Use 8 compass points confidently and accurately |



| | | | | | | | |
|-----------------------|-----------------------------|--|---|---|--|---|---|
| | | | | - Use letter and number co-ordinates to locate features on a map. | locate features on a map confidently. | - Begin to use 4 figure co-ordinates to locate features on a map. | - 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 |
| Map Skills | - Get information from maps | - Draw picture maps of imaginary places - Use a simple picture map to move around the school - Draw around objects to make a plan. | - Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) - Follow a route on a map. - Use an infant atlas and large scale OS map to locate places. - Look down on objects to make a plan view map. - Find land/sea on globe. | - Try to make a map of a short route experienced, with features in correct order - Try to make a simple scale drawing. - Follow a route on a map with some accuracy. (e.g. whilst orienteering) - Begin to draw a sketch map from a high view point. - Begin to use map sites on internet. - Begin to identify features on aerial/oblique photographs. | - Make a map of a short route experienced, with features in correct order - Make a simple scale drawing. - Locate places on large scale maps, (e.g. Find UK or India on globe) - Follow a route on a large scale map. - Draw a sketch map from a high view point. - Use large and medium scale OS maps and map sites on internet. - Identify features on aerial/oblique photographs. | - Begin to draw a variety of thematic maps based on their own data. - Compare maps with aerial photographs. - Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) - Draw a plan view map with some accuracy. - Use index and contents page within atlases. - Use medium scale Landranger OS maps. | - Draw a variety of thematic maps based on their own data. - Draw a plan view map accurately. - Follow a short route on an OS map. - Describe features shown on OS map. - Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) |
| Representation | - Draw an imaginary map | - 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. | - Begin to recognise symbols on an OS map. | - Draw a sketch map using symbols and a key - Use/recognise OS map symbols. | - Use atlas symbols. |



| | | | | | | | |
|-------------------------|------------------------------------|---|---|---|--|--|--|
| Scale / Distance | - Use the language of near and far | - 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.) | - Increase confidence in matching boundaries (E.g. find same boundary of a country on different scale maps.) | - Measure straight line distance on a plan. - Find/recognise places on maps of different scales | - Use a scale to measure distances. - Draw/use maps and plans at a range of scales. |
|-------------------------|------------------------------------|---|---|---|--|--|--|