



Our Geography Adventure



Progression of Geography Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills	<p>Teacher led enquiries relating to stories, immediate surroundings or termly topics. Modelled questions and vocabulary.</p> <p>Child-led enquiries driven by the children's own curiosities.</p> <p>Use of video clips, first-hand experiences, and simple NF books as sources of information.</p> <p>Sensory exploration of</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions and open/extended questions.</p> <p>Use information books/pictures and simple web pages as sources of information.</p> <p>Investigate their surroundings using more ambitious vocabulary.</p> <p>Make observations about where things are e.g.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and comparing distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and</p>

	<p>environments through first-hand experiences.</p> <p>Use an increasing range of vocabulary to talk about where things are, how a place looks, feels, etc. in relation to their immediate school environment.</p>	<p>within the local area.</p>	<p>features of different places.</p> <p>Take risks following prepared maps.</p>	<p>make comparisons between two locations using photos/pictures, temperatures in different locations.</p>	<p>between locations photos/pictures/maps</p> <p>Take risks following prepared maps also following unknown routes.</p>	<p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations – influence on people/everyday life</p>	<p>draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Take risks following prepared maps of unknown environments.</p>
<p>Direction /location</p>	<p>Begin to develop a grasp of positionality (where a feature is in relation to another) using vocabulary such as ‘behind’, ‘in front’, ‘next to’.</p> <p>Begin to understand ‘left’ and ‘right’.</p>	<p>Consolidate understanding of positional language e.g. ‘beneath’, ‘beside’, ‘above’.</p> <p>Follow directions (Up, down, left/right, forwards/backwards)</p>	<p>Follow directions (as yr 1 and inc’. NSEW)</p> <p>Begin to use letter/no. co-ordinates to locate features on a map</p>	<p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. co-ordinates to locate features on a map.</p>	<p>Use 4 compass points well:</p> <p>Begin to use 8 compass points;</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p>	<p>Use 8 compass points;</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p>	<p>Use 8 compass points confidently and accurately;</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and</p>

							longitude on atlas maps.
Drawing maps	Draw or create simple maps from memory of a familiar environment e.g. home, the school grounds, or of places from shared stories.	Draw picture maps of imaginary places and from stories, including more detail.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; 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.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	Begin to recognise symbols on simple maps and what they mean. Begin to use own symbols on their own maps.	Build on knowledge of map symbols and begin to use a wider range of 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.	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	Derive information from a simple map. Use a simple plan or map of the school grounds to find	Use and follow a simple picture map. Recognise that it is about a place.	Take risks to follow a route on a known map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large-scale map, considering	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS	Follow a short unknown route on an OS map. Describe features shown on OS map. Locate places on a world map.

	and / or mark in features.			(e.g. whilst orienteering)	personal risk and risk to environment.	map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale & distance	Begin to use language such as 'bigger', 'smaller'. Begin to understand concepts of 'near' and 'far'.	Consolidate use of relative vocabulary (e.g. bigger/smaller, like/dislike). Continue to develop understanding of 'near' and 'far'.	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.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective	Use a range of materials to create large-scale, imaginary, 3D maps, e.g. Duplo, car tracks etc.	Draw around objects to make a plan. Look down on objects to make a plan view map.	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high viewpoint.	Draw a sketch map from a high viewpoint.	Draw a plan view map with some accuracy.	Draw a plan view map accurately.
Map knowledge	Know that a map represents a place.	Learn names of some places within/around the UK. E.g.	Locate and name on UK map major features e.g.	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

	<p>Point to North and South Poles on a globe.</p> <p>Identify where our school is on a globe.</p>	<p>Home, town, cities, countries e.g. Wales, France.</p>	<p>London, River Thames, home location, seas.</p>				<p>places and environments</p>
<p>Style of map</p>	<p>3D maps using construction toys.</p> <p>Picture maps.</p> <p>Globes and simple atlases.</p>	<p>Continue to develop understanding of and use of picture maps, globes and simple atlases.</p>	<p>Find land/sea on globe.</p> <p>Begin to use map sites on internet (Google Earth).</p> <p>Use large-scale OS maps.</p> <p>Use an infant atlas</p>	<p>Use large-scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p>	<p>Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p>	<p>Use index and contents page within atlases.</p>	<p>Use medium scale land ranger OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p>