

Progression of skills in Geography

	EYFS PK - Level 4	Year 1 Level 5	Year 2 Level 6	Year 3 Level 7	Year 4 Level 8	Year 5 Level 9	Year 6 - Level 10
Geographical enquiry		<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use Non Fiction books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</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. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</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 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>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 distant places</p> <p>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</p>
Direction/Location	<p>Follow directions</p> <p>Use beebots to follow directions</p>	<p>Follow directions (Up, down, left/right, forwards/backwards</p>	<p>Follow directions (as yr 1 and inc'. NSEW)</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: 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; Begin to use 4 figure coordinates 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 longitude on atlas maps.</p>
Drawing maps	<p>Draw picture maps of imaginary places and from stories.</p>	<p>Draw picture maps of imaginary places and from stories.</p>	<p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p>	<p>Try to make a map of a short route experienced, with features in correct order;</p> <p>Try to make a simple scale drawing.</p>	<p>Make a map of a short route experienced, with features in correct order;</p> <p>Make a simple scale drawing.</p>	<p>Begin to draw a variety of thematic maps based on their own data.</p>	<p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p>
Representation	<p>Use own symbols on imaginary map</p>	<p>Use your own symbols on an imaginary map.</p>	<p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p>	<p>Know why a key is needed.</p> <p>Use standard symbols.</p>	<p>Know why a key is needed.</p> <p>Begin to recognise symbols on an OS map.</p>	<p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map symbols.</p>	<p>Use/recognise OS map symbols;</p> <p>Use atlas symbols.</p>
Using maps	<p>Use a simple map to move around a setting.</p>	<p>Use a simple picture map to move around the school;</p> <p>Recognise that it is about a place.</p>	<p>Follow a route on a map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places.</p>	<p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p>	<p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map.</p>	<p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p>	<p>Follow a short route on an OS map.</p> <p>Describe features shown on OS map.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>
Scale/Distance	<p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>	<p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>	<p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>	<p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p>	<p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.)</p>	<p>Use a scale to measure distances.</p> <p>Draw/use maps and plans at a range of scales.</p>
Perspective	<p>Draw a map using other plan maps.</p>	<p>Draw around objects to make a plan.</p>	<p>Look down on objects to make a plan view map</p>	<p>Begin to draw a sketch map from a high view point.</p>	<p>Draw a sketch map from a high view point.</p>	<p>Draw a plan view map with some accuracy.</p>	<p>Draw a plan view map accurately.</p>
Map Knowledge	<p>Learn some names of places around the world that are relevant to learning.</p>	<p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p>	<p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p>	<p>Begin to identify points on maps A,B and C</p>	<p>Begin to identify significant places and environments</p>	<p>Identify significant places and environments</p>	<p>Confidently identify significant places and environments</p>
Style of map	<p>Picture maps and globes.</p>	<p>Picture maps and globes</p>	<p>Find land/sea on globe.</p> <p>Use teacher drawn base maps.</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. 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>Use OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p>