

Progression of Skills In Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> 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. within school or local area. <p>Year A Spring Term 1- China Year A Spring Term 2– Castles Year A Summer Term 1 – Fanatical about frogs Year B – Autumn term 1 - Superheroes Year B - Spring term 1 - Transport Year B - Spring term 2 - GFOL Year B – Summer Term 1 – Wildflowers Year B - Summer Term 2– Seaside</p>	<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. <p>Year A Autumn Term 2– Dinosaurs Year A Spring Term 1- China Year A Spring Term 2– Castles Year A Summer Term 1 – Fanatical about frogs Year B – Autumn term 1 - Superheroes Year B - Spring term 1 - Transport Year B - Spring term 2 - GFOL Year B – Summer Term 1 – Wildflowers Year B - Summer Term 2– Seaside</p>	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. <p>Year A Spring Term – Arctic Adventure Year B Summer Term - Rainforest</p> <ul style="list-style-type: none"> Use NF books, stories, atlases, pictures/photos and internet as sources of information. <p>Year A Spring Term – Arctic Adventure Year A Summer Term – Ancient Egypt Year B Spring Term - Robots Year B Summer Term - Rainforest</p> <ul style="list-style-type: none"> 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. <p>Year A Spring Term – Arctic Adventure Year B – Spring Term - Robots Year B Summer Term - Rainforest</p>	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. <p>Year A Spring Term – Arctic Adventure Year B Summer Term - Rainforest</p> <ul style="list-style-type: none"> Extend to satellite images, aerial Photographs <ul style="list-style-type: none"> Investigate places and themes at more than one scale <p>Year A Spring Term – Arctic Adventure</p> <ul style="list-style-type: none"> Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps <p>Year A Spring Term – Arctic Adventure Year B Summer Term - Rainforest</p>	<ul style="list-style-type: none"> Begin to suggest questions for Investigating (Year B Spring Term - Extreme Earth) Begin to use primary and secondary sources of evidence in their investigations. (Year B Spring Term - Extreme Earth) Investigate places with more emphasis on the larger scale; contrasting and distant places (Year B Summer Term - European Adventure) Collect and record evidence Unaided (Years A & B Summer Terms - Ahoy There! & European Adventure) Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life (Years A & B Summer Term - Ahoy There! & European Adventure) 	<ul style="list-style-type: none"> Suggest questions for Investigating (Year B Spring Term - Extreme Earth) Use primary and secondary sources of evidence in their investigations. (Year B Spring Term - Extreme Earth) Investigate places with more emphasis on the larger scale; contrasting and distant places (Year B Summer Term - European Adventure) Collect and record evidence Unaided (Year A & B Summer Terms - Ahoy There! & European Adventure) 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 (Years A & B Summer Terms Ahoy There! & European Adventure)
Direction/Location	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) <p>Year A Spring Term 2– Castles Year A Summer Term 1 – Fanatical about frogs Year B – Summer Term 1 – Wildflowers Year B - Summer Term 2– Seaside</p>	<ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW) <p>Year A Spring Term 2– Castles Year A Summer Term 1 – Fanatical about frogs Year B – Summer Term 1 – Wildflowers Year B - Summer Term 2– Seaside</p>	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. <p>Year B Spring Term - Robots</p>	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. <p>Year B Spring Term – Robots</p>	<ul style="list-style-type: none"> Use 8 compass points; (Years A & B Summer Term - Ahoy There! & European Adventure and Maths lessons) Begin to use 4 figure co-ordinates to locate features on a map. (Years A & B Summer Terms Ahoy There! & European Adventure) 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; (Years A & B Summer Terms - Ahoy There! & European Adventure and Maths lessons) Use 4 figure co-ordinates confidently to locate features on a map. (Year A & B Summer Terms - Ahoy There! & European Adventure) Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. (Year A & B Summer Terms - Ahoy There! & European Adventure)

<p>Drawing maps</p>	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. <p>Year A Spring Term 2– Castles Year B – Summer Term 1 – Wildflowers Year B - Summer Term 2– Seaside</p>	<ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) <p>Year A Spring Term 2– Castles Year B - Spring term 2 - GFOL Year B – Summer Term 1 – Wildflowers Year B - Summer Term 2– Seaside</p>	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. <p>Year B Summer Term - Rainforest</p>	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. <p>Year B – Spring Term – Robots (Orienteering) Year B Summer Term - Rainforest</p>	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. <p>(Year A & B Summer Terms - Ahoy There! & European Adventure)</p>	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. <p>(Year A & B Summer Terms - Ahoy There! & European Adventure)</p>
<p>Representation</p>	<ul style="list-style-type: none"> Use own symbols on imaginary map. <p>Year A Spring Term 2– Castles Year B - Spring term 2 - GFOL Year B - Summer Term 2– Seaside</p>	<ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key. <p>Year A Spring Term 2– Castles Year A Summer Term 1 – Fanatical about frogs Year B - Spring term 2 - GFOL Year B – Summer Term 1 – Wildflowers Year B - Summer Term 2– Seaside</p>	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols. <p>Year A and B – Summer Term – Data Handling Year A Autumn Term – A Little Bit of Magic</p>	<ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map. <p>Year A and B – Summer Term – Data Handling Year A Autumn Term – A Little Bit of Magic</p>	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map symbols. <p>(Year A Summer Term - Ahoy There!)</p>	<ul style="list-style-type: none"> Use/recognise OS map symbols; Use atlas symbols. <p>(Year A Summer Term - Ahoy There!)</p>
<p>Using maps</p>	<ul style="list-style-type: none"> Use a simple picture map to move around the school; Recognise that it is about a place. <p>Year A Spring Term 2– Castles Year B - Spring term 2 - GFOL Year B – Summer Term 1 – Wildflowers Year B - Summer Term 2– Seaside</p>	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places. <p>Year A Spring Term 1- China Year A Spring Term 2– Castles Year B - Spring term 2 - GFOL Year B – Summer Term 1 – Wildflowers Year B - Summer Term 2– Seaside</p>	<ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) <p>Year A – Autumn Term – Weymouth at War Year A – Spring Term – Arctic Adventure Year A – Summer Term – Ancient Egypt Year B – Spring Term – Robots Year B – Summer Term - Rainforests Year B – Spring Term – Robots (Orienteering)</p>	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. <p>Year A – Autumn Term – Weymouth at War Year A – Spring Term – Arctic Adventure Year A – Summer Term – Ancient Egypt Year B – Spring Term – Robots Year B – Summer Term - Rainforests Year B – Spring Term – Robots (Orienteering)</p>	<ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS 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) <p>(Year B Spring & Summer Terms - Extreme Earth, The Mighty Zulus & European Adventure) (Year B Spring & Summer Terms - Extreme Earth & European Adventure)</p>	<ul style="list-style-type: none"> Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) <p>(Year A Summer Term - Ahoy There!) (Years A & B Summer Terms - Ahoy There, The Mighty Zulus & European Adventure, Year B Spring Term - Extreme Earth) (Year B Spring & Summer Terms - Extreme Earth & European Adventure)</p>

Scale/Distance	<ul style="list-style-type: none"> Use relative vocabulary (e.g. bigger/smaller, like/dislike) <p>Across all units</p>	<ul style="list-style-type: none"> Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) <p>Year A Summer Term 1 – Fanatical about frogs</p>	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) <p>Year A – Spring Term – Arctic Adventure Year A – Summer Term – Ancient Egypt Year B – Summer Term - Rainforests</p>	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) <p>Year A – Spring Term – Arctic Adventure Year A – Summer Term – Ancient Egypt Year B – Summer Term - Rainforests</p>	<ul style="list-style-type: none"> Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) <p>(Years A & B Summer Terms - Ahoy There! & European Adventure and within Maths lessons)</p>	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales. <p>(Years A & B Summer Terms - Ahoy There! & European Adventure and within Maths lessons)</p>
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Perspective	<ul style="list-style-type: none"> Draw around objects to make a plan. <p>Year A Spring Term 2 - Castles</p>	<ul style="list-style-type: none"> Look down on objects to make a plan view map. <p>Year A Spring Term 2 - Castles</p>	<ul style="list-style-type: none"> Begin to draw a sketch map from a high view point. <p>Year A – Spring Term – Arctic Adventure</p>	<ul style="list-style-type: none"> Draw a sketch map from a high view point. <p>Year A – Spring Term – Arctic Adventure</p>	<ul style="list-style-type: none"> Draw a plan view map with some accuracy. <p>(Years A & B Summer Term - Ahoy There! & European Adventure and within Maths lessons)</p>	<ul style="list-style-type: none"> Draw a plan view map accurately. <p>(Years A & B Summer Term - Ahoy There! & European Adventure and within Maths lessons)</p>
Map knowledge	<ul style="list-style-type: none"> Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. <p>Year A Spring Term 1- China Year B - Spring term 1 - Transport Year B - Spring term 2 - GFOL</p>	<ul style="list-style-type: none"> Locate and name on UK map major features e.g. London, River Thames, home location, seas. <p>Year A Spring Term 1- China Year B - Spring term 1 - Transport Year B - Spring term 2 - GFOL</p>	<ul style="list-style-type: none"> Begin to identify points on maps A,B and C <p>Year A – Spring Term – Arctic Adventure Year A – Summer Term – Ancient Egypt Year B – Spring Term – Robots (Orienteering) Year B – Summer Term - Rainforests</p>	<ul style="list-style-type: none"> Begin to identify significant places and environments <p>Year A – Spring Term – Arctic Adventure Year A – Summer Term – Ancient Egypt Year B – Spring Term – Robots (Orienteering) Year B – Summer Term - Rainforests</p>	<ul style="list-style-type: none"> Identify significant places and Environments <p>(Year B Spring and Summer Terms - Extreme Earth & European Adventure)</p>	<ul style="list-style-type: none"> Confidently identify significant places and environments <p>(Year B Spring & Summer Terms Extreme Earth & European Adventure)</p>
Style of map	<ul style="list-style-type: none"> Picture maps and globes <p>Year A Spring Term 1- China Year B - Spring term 1 - Transport Year B - Spring term 2 - GFOL</p>	<ul style="list-style-type: none"> Find land/sea on globe. Use teacher drawn base maps. Use an infant atlas <p>Year A Spring Term 1- China Year B - Spring term 1 - Transport Year B - Spring term 2 - GFOL</p>	<ul style="list-style-type: none"> 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. <p>Year A – Spring Term – Arctic Adventure Year B – Spring Term – Robots (Orienteering) Year B – Summer Term - Rainforests</p>	<ul style="list-style-type: none"> Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. <p>Year A – Spring Term – Arctic Adventure Year B – Spring Term – Robots (Orienteering) Year B – Summer Term - Rainforests</p>	<ul style="list-style-type: none"> Use index and contents page within atlases. Use medium scale land ranger OS maps. <p>(Years A & B Summer Terms - Ahoy There!, The Mighty Zulus & European Adventure, Year B Spring Term - Extreme Earth)</p>	<ul style="list-style-type: none"> Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe. <p>(Years A & B Summer Terms - Ahoy There! & European Adventure, Year B Spring Term - Extreme Earth)</p>

