



Progression of skills in Geography

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	- Recognise some environments that are different to the one that they live in. - Describe what they feel, hear and see when they are outside. - Know there are different countries in the world. - Discuss the differences they have experienced or seen in photos.	- 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.	- 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.	- Begin to ask/initiate geographical questions. - Use NF books, stories, atlases, pictures/photos, and internet as 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.	- 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 with some aid - Analyse evidence and draw conclusions e.g., make comparisons between locations photos/pictures/ maps	- 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	- 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 e.g., from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Direction Location	With support follow directions (up, down, forwards/backwards)	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and incl. 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 co-ordinates 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	- Create a physical representation of a map through block play - Draw simple maps	Draw picture maps of imaginary places and from stories.	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		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.	- 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	Draw out simple information from a map and how it relates to them	- Use a simple picture map to move around the school. - Recognise that it is about a place.	- Follow a route on a 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. (e.g., whilst orienteering)	- Locate places on large scale maps, (e.g., Find UK or India on globe) - Follow a route on a large-scale map.	- 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)	- 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)
Scale/Distance	Use relative vocabulary (e.g., bigger/smaller, like/dislike)	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.)	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		Draw around objects to make a plan view	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	Learn the names of the places such as where they live	- Learn names of some places within/around the UK. e.g., hometown, cities, countries - e.g., Wales, France.	Locate and name on UK map major features e.g., London, River Thames, home location, seas.	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 places and environments
Style of map	Exposure to maps and globes	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.