

# GEOGRAPHY CURRICULUM PROGRESSION OF SKILLS



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 local 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; <i>Where is it? What is it like?</i></p> <p>Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information.</p> <p>Investigate their local 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 non-fiction books, stories, atlases, pictures/photos and the 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. make comparisons between two locations using photos, pictures and temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Use non-fiction books, stories, atlases, pictures, satellite image and photographs - including aerial - as sources of information.</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. <i>make comparisons between locations photos/pictures/ maps.</i></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 independently.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales or comparing the temperature of various locations and its 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 independently.</p> <p>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 (e.g. up, down, left and right)</p>	<p>Consolidate directions.</p> <p>Consolidate cardinal directions (N-E-S-W).</p>	<p>Use compass points to follow/give directions.</p> <p>Use letter and number coordinates to locate features on a map.</p>	<p>Use four compass points consistently.</p> <p>Begin to use 8 compass points.</p> <p>Use number and letter coordinates to locate features on a map confidently.</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p>	<p>Use 8 compass points.</p> <p>Use 4 figure coordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid references; using latitude and longitude on atlas maps.</p>	<p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figure coordinates confidently to locate features on a map.</p> <p>Begin use 6 figure grid references; using latitude and longitude on atlas maps.</p>

<b>Drawing Maps</b>	<p>Draw picture maps of imaginary places and from stories.</p> <p>Create maps using objects</p> <p>Attempt simple maps of the school with support</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>
<b>Representation</b>	<p>Use own symbols on 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>
<b>Using Maps</b>	<p>Use a simple picture map to move around the school.</p> <p>Recognise that a picture map is about a place.</p> <p>Look at street maps of known places.</p>	<p>Follow a route on a map (e.g. walking to the library)</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. 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>
<b>Scale and Distance</b>	<p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>	<p>Begin to spatially match places (e.g. recognise UK on 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>Continue to match boundaries (e.g. find same boundary of a country on different scale maps)</p>	<p>Measure straight-line distance on a plan.</p> <p>Find and recognise places on maps of different scales. (e.g. Amazon River)</p>	<p>Use a scale to measure distances</p> <p>Draw/use maps and plans at a range of scales.</p>
<b>Map Knowledge</b>	<p>Learn names of some places within/around the UK. (e.g. home town, cities, countries)</p> <p>Talk about places they have been on holiday</p> <p>Begin to learn the 7 continents and 5 oceans</p>	<p>Locate and name on UK map major features (e.g. London, River Thames, Home Location, Seas)</p> <p>Name and locate the 4 countries and capital cities of UK and the surrounding seas.</p>	<p>Begin to identify points on maps A,B, and C.</p> <p>Recognise and locate places previously studied.</p>	<p>Begin to identify significant places and environments.</p> <p>Identify and discuss previously learnt locations</p>	<p>Identify significant places and environments.</p> <p>Identify and discuss previously learnt locations.</p>	<p>Confidently identify significant places and environments.</p> <p>Identify and discuss previously learnt locations.</p>
<b>Style of Maps</b>	<p>Use picture maps and globes.</p> <p>Use Google Earth</p>	<p>Use a globe to find land and sea.</p> <p>Use teacher drawn base maps.</p> <p>Use large-scale OS maps.</p> <p>Use an infant atlas.</p> <p>Use Google Earth</p>	<p>Use large-scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use a junior atlas.</p> <p>Begin to identify features on ariel/oblique photographs.</p>	<p>Use medium scale land ranger OS maps.</p> <p>Use a junior atlas.</p> <p>Use map sites on the internet.</p>	<p>Use index and contents pages 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 flattened globe.</p>

