



Progression of Skills Geography



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world Talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment. (30 – 50 months) To look closely at similarities, differences, patterns and change. (40 – 60 months) To know about similarities and differences in relation to places,	- 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 the local area.	- Children encouraged to ask simple geographical questions: where is it? What is it like? - Use non-fiction books, stories, maps pictures/photos and Internet as source 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 non-fiction books, stories, atlases, pictures/photos and Internet as source 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. - Collect and record evidence unaided. - Analyse evidence and draw conclusions e.g. compare historical maps or 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. - 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.

	objects, materials and living things. Talk about the features of their own immediate environment and how the environments might vary from one another (ELG)						
Direction Location		Follow directions (up/down, left/right, forwards/backwards).	Follow directions (as Y1 and including 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 letters/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 figures co-ordinates confidently to locate features on a map. - Begin to use 6 figure grid tests: use latitude and longitude on atlas maps.
Drawing maps		Draw a map from a real or imaginary place (e.g. from stories).	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph).	Draw a map of a short route experienced, with features in correct order.	- Make a map of a short route experienced, with features in the 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.
Representations		- Use own symbols on an imaginary map. - Begin to understand the need for a key.	- Understand the need for a key. - Use class agreed symbols to make a simple key.	- Know why a map is needed. - Use standard symbols.	- Know why a key is needed. - Begin to recognise symbols on a 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		- Use a simple picture map to move around the school. - Use a aerial map to locate places	- Follow route on a map. - Use a plan view. - Use a simple atlas to locate places.	- Locate places on larger scale maps e.g. map of Europe. - Follow a route on a map with some	- Locate places on large scale maps. - 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	- Follow a short route on an OS map. - Locate places on a world map. - Use atlases to find

		the local area.		accuracy (e.g. whilst orienteering).		find a country. OS map to find a local village). • Begin to use atlases to find out about other features of places (e.g. find wettest part of the world).	out about other features of places (e.g. mountain regions, weather patterns).
Scale/ distance		• Use relative vocabulary (e.g. bigger, smaller)	• Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).	• Begin to match boundaries (e.g. find some boundary of a country on different scale maps).	• Match boundaries (e.g. find some boundary of a country on different scale maps).	• Measure straight line distant on a plan. • Find/recognise places on maps of different scales (e.g. rivers).	• Use a scale to measure distances. • Draw/use maps and plans at a range of scales.
Perspective		• Draw around objects to make a plan.	• Look down on objects to make a plan view map.	• Begin to draw a sketch map from a high view point.	• Draw a sketch map from a high view point.	• Draw a plan view map with some accuracy.	• Draw a plan view map accurately.
Map knowledge		• Know the name of some places within/ around the UK. E.g. home town, cities, uk countries.	• Locate and name on UK map major features e.g. River Thames, home location, seas.	• Begin to identify points on a map.	• Begin to identify significant places and environment.	• Identify significant places and environments.	• Confidently identify significant places and environments.
Style of map		• Use pictures maps, globes • Begin to use aerial maps.	• Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use a simple atlas. • Use aerial maps.	• Use large scale OS maps. • Begin to use map sites on Internet. • Begin to use junior atlases. • 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 a atlas. • Recognise world map as a flattened globe.