



# Progression of skills in Geography

	Places	Concepts and patterns	Skills and enquiry
EYFS	JW currently reviewing EYFS curriculum. To be added.	JW currently reviewing EYFS curriculum. To be added.	JW currently reviewing EYFS curriculum. To be added.
Year 1	<ul style="list-style-type: none"><li>Describe places using locational and directional vocabulary eg. left, right, near, far.</li><li>Draw picture maps of imaginary places or observed areas eg. the school grounds</li><li>Draw observed features on a map</li><li>Use cubes to work out the relationship of places on a map</li><li>Draw around objects to make a plan</li><li>Use picture maps and globes</li><li>Use a plan perspective to explore the school building</li></ul>	<ul style="list-style-type: none"><li>To begin to make predictions about simple concepts</li><li>To make suggestions for simple patterns using known facts eg. weather patterns in winter</li></ul>	<ul style="list-style-type: none"><li>Teacher led enquiries, to ask and respond to simple geographical questions.</li><li>Use information books/pictures and simple maps and plan perspectives as sources of information.</li><li>Investigate their immediate surroundings and make observations</li></ul>
Year 2	<ul style="list-style-type: none"><li>Follow directions NESW</li><li>Draw a map of a real place (eg. add detail to a sketch map from aerial photograph)</li><li>Begin to understand the need for a key</li><li>Use class agreed symbols to make a simple key</li><li>Follow a route on a map</li><li>Use an infant atlas to locate places and begin to spatially match places</li><li>Make a simple plan view map</li></ul>	<ul style="list-style-type: none"><li>Make simple comparisons between features of different places</li><li>To identify a wide range of physical and human features using basic geographical vocabulary</li></ul>	<ul style="list-style-type: none"><li>Children encouraged to ask and respond to simple geographical questions; Where is it? What's it like?</li><li>Use NF books, maps, pictures/photos and internet as sources of information.</li><li>Investigate their wider surroundings and make appropriate observations about why things happen (eg. two sites in the local area)</li></ul>
Year 3	<ul style="list-style-type: none"><li>Use 4 compass points to follow/give directions</li><li>Make a map of a short route experienced, with features in correct order</li></ul>	<ul style="list-style-type: none"><li>To begin to describe and understand key aspects of physical and human geography</li></ul>	<ul style="list-style-type: none"><li>Begin to ask/initiate geographical questions.</li><li>Use NF books, atlases, pictures/photos and the internet as sources of information.</li></ul>

	<ul style="list-style-type: none"> <li>• Try to make a simple scale drawing</li> <li>• Know why a key is needed.</li> <li>• Begin to use standard Ordnance Survey symbols.</li> <li>• Locate places on larger scale maps e.g. map of the world.</li> <li>• Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> <li>• Begin to draw a sketch map from a high viewpoint.</li> <li>• Begin to use large scale OS maps, sites on internet and junior atlases.</li> <li>• Begin to identify features on aerial/oblique photographs</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to recognise simple geographical ideas, processes and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to collect and record evidence</li> <li>• Analyse evidence and begin to draw conclusions e.g. make comparisons between multiple locations using photos/pictures and temperatures in different locations.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Use 4 compass points well</li> <li>• Begin to use 8 compass points</li> <li>• Begin to use 4 figure grid references to locate points on a map</li> <li>• Make a map of a short route experienced, with features in correct order;</li> <li>• Make a simple scale drawing</li> <li>• Know why a key is needed.</li> <li>• Begin to recognise symbols on an OS map and use them on their own maps</li> <li>• Locate places and features on large scale maps (eg. mountains using contour lines)</li> <li>• Follow a route on a large scale map.</li> <li>• Draw a sketch map from a high view point</li> <li>• Use large and medium scale OS maps, sites on internet and junior atlases.</li> <li>• Begin to identify features on aerial/oblique photographs</li> </ul>	<ul style="list-style-type: none"> <li>• To describe and understand aspects of physical and human geography in more detail</li> <li>• To begin to identify different views of people including themselves and support with real data collection</li> <li>• To recognise simple geographical ideas, processes and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond to questions and offer their own ideas.</li> <li>• Extend to satellite images, aerial photographs</li> <li>• Investigate places and themes at more than one scale</li> <li>• Collect and record evidence</li> <li>• Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Use 8 compass points</li> <li>• To confidently use 4 figure grid references to locate features on a map</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to analyse evidence and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to suggest questions for investigating</li> <li>• Begin to use primary and secondary sources of evidence in their investigations.</li> </ul>

	<ul style="list-style-type: none"> <li>• To begin to use 6 figure grid references to locate features on a map</li> <li>• Begin to draw a variety of thematic maps based on their own data</li> <li>• Draw a sketch map using symbols and a key</li> <li>• Use/recognise OS map symbols</li> <li>• Compare maps with aerial photographs</li> <li>• Select a map for a specific purpose</li> <li>• Begin to use atlases to find out about other features of places. (eg. find wettest part of the world)</li> <li>• Draw a plan view map with some accuracy</li> <li>• Use index and contents page within atlases.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and explain different views of people including themselves and support with real data collection</li> <li>• To identify and describe simple geographical ideas, processes and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>• Collect and record evidence unaided</li> <li>• Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Use 8 compass points confidently and accurately</li> <li>• Use 4 figure grid references confidently to locate features on a map</li> <li>• To use 6 figure grid references to locate features on a map</li> <li>• Use latitude and longitude on atlas maps</li> <li>• Identify time zones on a world map</li> <li>• Draw a variety of thematic maps based on their own data</li> <li>• Begin to draw plans of increasing complexity</li> <li>• Use/recognise OS map symbols</li> <li>• Use atlas symbols</li> <li>• Follow a short route on an OS map</li> <li>• Describe features shown on OS map</li> <li>• Use atlases to find out about other features of places (eg. mountain regions, weather patterns)</li> <li>• Draw a plan view map accurately</li> <li>• Use OS maps</li> <li>• Confidently use an atlas</li> </ul>	<ul style="list-style-type: none"> <li>• To analyse evidence and draw conclusions.</li> <li>• To identify and explain different views of people including themselves in detail and support with real data collection</li> <li>• To identify and describe in more detail geographical concepts, processes and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest questions for investigating</li> <li>• Use primary and secondary sources of evidence in their investigations</li> <li>• Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>• Collect and record evidence unaided</li> <li>• Analyse evidence and draw conclusions eg. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> </ul>

