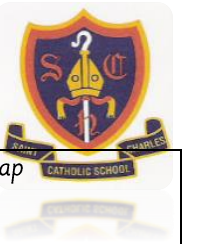


	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>Use information books/pictures as sources of information.</li> <li>Investigate their surroundings</li> <li>Make observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>Investigate their surroundings</li> <li>Make appropriate observations about why things happen.</li> <li>Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions.</li> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Investigate places and themes at more than one scale</li> <li>Begin to collect and record evidence</li> <li>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</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 with some aid</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps</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> <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</li> <li>e.g. temperature of various locations - influence on people/everyday life</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 e.g. from fieldwork data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> </ul>
<b>Direction/Location</b>	<ul style="list-style-type: none"> <li>Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions (as yr 1 and inc'. NSEW)</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points to follow/give directions:</li> <li>Use letter/no. co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points well:</li> <li>Begin to use 8 compass points;</li> <li>Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points;</li> <li>Begin to use 4 figure co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points confidently and accurately;</li> <li>Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> </ul>
<b>Drawing Maps</b>	<ul style="list-style-type: none"> <li>Draw picture maps of imaginary places and from stories.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul>	<ul style="list-style-type: none"> <li>Try to make a map of a short route experienced, with features in correct order;</li> <li>Try to make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Make a map of a short route experienced, with features in correct order;</li> <li>Make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw a variety of thematic maps based on their own data.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data.</li> <li>Begin to draw plans of increasing complexity.</li> </ul>
<b>Representation</b>	<ul style="list-style-type: none"> <li>Use own symbols on imaginary map.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the need for a key.</li> <li>Use class agreed symbols to make a simple key.</li> </ul>	<ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Use standard symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Begin to recognise symbols on an OS map.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch map using symbols and a key;</li> <li>Use/recognise OS map symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Use/recognise OS map symbols;</li> <li>Use atlas symbols.</li> </ul>
<b>Using Maps</b>	<ul style="list-style-type: none"> <li>Use a simple picture map to move around the school;</li> <li>Recognise that it is about a place.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a route on a map.</li> <li>Use a plan view.</li> <li>Use an infant atlas to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on large scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>Follow a route on a large scale map.</li> </ul>	<ul style="list-style-type: none"> <li>Compare maps with aerial photographs.</li> <li>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</li> <li>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> </ul>	<ul style="list-style-type: none"> <li>Follow a short route on an OS map. Describe features shown on OS map.</li> <li>Locate places on a world map.</li> <li>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> </ul>
<b>Scale/Distance</b>	<ul style="list-style-type: none"> <li>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>Measure straight line distance on a plan.</li> <li>Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul>	<ul style="list-style-type: none"> <li>Use a scale to measure distances.</li> <li>Draw/use maps and plans at a range of scales.</li> </ul>

## Progression of Skills in Geography



<b>Perspective</b>	<ul style="list-style-type: none"> <li>Draw around objects to make a plan.</li> </ul>	<ul style="list-style-type: none"> <li>Look down on objects to make a plan viewmap.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a plan view map with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a plan viewmap accurately.</li> </ul>
<b>Map knowledge</b>	<ul style="list-style-type: none"> <li>Learn names of some places within/around the UK. E.g. Hometown, cities, countries e.g. Wales, France.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and name on UK map major features e.g. London, River Thames, homelocation, seas.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify points on maps A,B and C</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify significant places and environments</li> </ul>	<ul style="list-style-type: none"> <li>Identify significant places and environments</li> </ul>	<ul style="list-style-type: none"> <li>Confidently identify significant places and environments</li> </ul>
<b>Style of map</b>	<ul style="list-style-type: none"> <li>Picture maps and globes</li> </ul>	<ul style="list-style-type: none"> <li>Find land/sea on globe.</li> <li>Use teacher drawn base maps.</li> <li>Use large scale OS maps.</li> <li>Use an infant atlas</li> </ul>	<ul style="list-style-type: none"> <li>Use large scale OS maps.</li> <li>Begin to use map sites on internet.</li> <li>Begin to use junior atlases.</li> <li>Begin to identify features on aerial/oblique photographs.</li> </ul>	<ul style="list-style-type: none"> <li>Use large and medium scale OS maps.</li> <li>Use junior atlases.</li> <li>Use map sites on internet.</li> <li>Identify features on aerial/oblique photographs.</li> </ul>	<ul style="list-style-type: none"> <li>Use index and contents page within atlases.</li> <li>Use medium scale land ranger OS maps.</li> </ul>	<ul style="list-style-type: none"> <li>Use OS maps.</li> <li>Confidently use an atlas.</li> <li>Recognise world map as a flattened globe.</li> </ul>

