

Progression of Skills in Geography

Name:

Notes:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units covered	- Let's explore the UK - Where am I? What is it like around my school and local area? - Would you like to live at the coast?	- Why do we have castles? - Hot and cold places: Would you rather be a meerkat or a penguin? - What is Jamaica like?	- Why do we need The Amazon Rainforest? - What is Modern Day Greece like? - Investigating my local area	- Extreme Earth - Map work - What is Italy like?	- How has Ipswich changed since the Victorian era? - Fragile Earth: How are humans making the climate change? - Rivers – From the River to the Sea	- What is North America like? - The view from above Linked to Amy Johnson's Flight to Australia - Local industry and Natural resources
Geographical enquiry	- Use information books/pictures as sources of information. T1 - Investigate their surroundings - Make observations about where things are e.g. within school or local area T2 - Teacher led enquiries, to ask and respond to simple closed questions. T3	- Children encouraged to ask simple geographical questions, e.g. Where is it? What's it like? Investigate their surroundings - Make appropriate observations about why things happen. T1 - Use non-fiction books, stories, maps, pictures, photos and internet as sources of information. T2 - Make simple comparisons between features of different places. T3	- Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. T1 - Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Investigate places and themes at more than one scale. T2 - Begin to collect and record evidence T3	- Ask and respond to questions and offer their own ideas. T1 - Become more familiar with digimaps; use satellite images and aerial photographs - Investigate places and themes at more than one scale. T2 - Collect and record evidence with some aid - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps. T3	- Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. comparisons of census information - influence on people/everyday life. T1 - Investigate places with more emphasis on the larger scale; contrasting and distant places T2 - Begin to suggest questions for investigating, e.g. How are rivers used? - Begin to use primary and secondary sources of evidence in their investigations. T3	- 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 and location	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 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 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 and using maps	• Draw picture maps of imaginary places and from stories. • Use own symbols on imaginary map. • Use a simple picture map to move around the school; Recognise that it is about a place.	• Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) • Begin to understand the need for a key. Use class agreed symbols to make a simple key • Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places.	• Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing. • Know why a key is needed. Use standard symbols. • Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	• Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing[] • Know why a key is needed. Begin to recognise symbols on an OS map. • Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map.	• Begin to draw a variety of thematic maps based on their own data. • Draw a sketch map using symbols and a key; Use/recognise OS map symbols. • Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. to locate counties in England.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	• Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity • Use/recognise OS map symbols; Use atlas symbols. • 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 and perspective	• Use relative vocabulary (e.g. bigger/smaller, like/dislike) Draw around objects to make a plan.	• Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) • Look down on objects to make a plan view map	• Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) • Begin to draw a sketch map from a high view point.	• <i>Begin to match boundaries (E.g. find same boundary of a county on different scale maps \draw a sketch map from a high view point.</i>	• Use digimaps to measure straight line distance. Find/recognise places on maps of different scales. (E.g. river Orwell.) Draw a plan view map accurately.	• Use a scale to measure distances. Draw/use maps and plans at a range of scales. Draw a plan view map accurately.
Map knowledge	• Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. • Style of map Picture maps and globes	• Locate and name on UK map major features e.g. London, River Thames, home location, seas • Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas.	• Begin to identify points on maps A,B and C • Use large scale OS maps. Begin to use digimaps on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	• <i>Begin to identify significant places and environments</i> • <i>Use large and medium scale OS maps. Use junior atlases. Use digimaps in pairs. Identify features on aerial/oblique photographs.</i>	• Identify significant places and environments • Use index and contents page within atlases. Use medium scale land ranger OS maps.	• Confidently identify significant places and environments • Use OS maps. Confidently use an atlas and digimaps. Recognise world map as a flattened globe