



GEOGRAPHY PROGRESSION OF SKILLS

	Geographical Enquiry	Direction / Location	Maps
R	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Observe and identify features in the place they live and the natural world. Find out about their environment k about the features they like and dislike. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes 	<ul style="list-style-type: none"> Follow simple directions 	<ul style="list-style-type: none"> Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. Use a range of sources such as simple maps, photographs and magnifiers.
1	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map; and use and construct basic symbols in a key. Use a simple picture map to move around the school; Recognise that it is about a place Use relative vocabulary (e.g. bigger/smaller, like/dislike) Draw around objects to make a plan. Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. Picture maps and globes Use world maps, atlases and globes to identify the United Kingdom and its countries and its surrounding seas as well as the world's seven continents and five oceans.
2	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between 	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Devise a simple map; and use and construct basic symbols in a key. Follow a route on a map. Use a plan view. Use an infant atlas to locate places. 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.



	<p>features of different places.</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 		<ul style="list-style-type: none"> 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 world maps, atlases and globes to identify the United Kingdom and its countries and its surrounding seas as well as the world's seven continents and five oceans.
3	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area. Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources 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. 	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of methods including sketch maps, plans and graphs, and digital technologies. Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) 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. Begin to identify points on maps A, B and C Begin to use map sites on internet. Begin to use junior atlases Begin to identify features on aerial/oblique photographs.
4	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area 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 	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use a range of methods including sketch maps, plans and graphs, and digital technologies Make a map of a short route experienced, with features on correct order Make a simple scale drawing Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map 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. Begin to identify significant places and environments Use large and medium scale OS maps. Use junior atlases. Use map sites on internet.



			<ul style="list-style-type: none"> Identify features on aerial/oblique photographs.
5	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area. 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; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 	<ul style="list-style-type: none"> Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of methods including sketch maps, plans and graphs, and digital technologies. 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. Pick atlas to find Taiwan, OS map to find local village). Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) Draw a plan view map with some accuracy Identify significant places and environments Use index and contents page within atlases. Use medium scale land ranger OS maps.
6	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area. 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 	<ul style="list-style-type: none"> Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of methods including sketch maps, plans and graphs, and digital technologies. 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) Use a scale to measure distances. Draw/use maps and plans at a range of scales. Draw a plan view map accurately. Confidently identify significant places and environments Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.