

Progression of Skills In Geography

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Geographical enquiry	<p>Understanding the world I can talk about past and present events in my life and the lives of my family. I know about similarities and differences between me and others, and among families, communities and traditions.</p> <p>The World I know about similarities and differences relating to places, objects, materials and living things. I can talk about the features of my environment and how environments vary.</p>	<ul style="list-style-type: none"> I can ask and respond to simple closed questions. I can use information books/pictures as sources of information. I can investigate my surroundings I can make observations about where things are (within school or local area). I can ask simple geographical questions; Where is it? What's it like? I can use non-fiction books, stories, maps, pictures/photos and internet as sources of information. I can investigate my surroundings I can make appropriate observations about why things happen. I can make simple comparisons between features of different places. 	<ul style="list-style-type: none"> I can begin to ask/initiate geographical questions. I can use non-fiction books, stories, atlases, pictures/photos and internet as sources of information. I can investigate places and themes at more than one scale I can begin to collect and record evidence I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. I can ask and respond to questions and offer their own ideas. I can extend to satellite images, aerial photographs I can investigate places and themes at more than one scale I can collect and record evidence with some aid I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps 	<ul style="list-style-type: none"> I can begin to suggest questions for investigating I can begin to use primary and secondary sources of evidence in their investigations. I can Investigate places with more emphasis on the larger scale; contrasting and distant places I can collect and record evidence unaided I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life I can suggest questions for investigating <ul style="list-style-type: none"> I can use primary and secondary sources of evidence in their investigations. I can Investigate places with more emphasis on the larger scale; contrasting and distant places I can collect and record evidence unaided I can 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/Location		<ul style="list-style-type: none"> I can follow directions (up, down, left/right, forwards/backwards) I can follow directions (as yr 1 and inc'. NSEW) 	<ul style="list-style-type: none"> I can use 4 compass points to follow/give directions: I can use letter/no. co-ordinates to locate features on a map. I can use 4 compass points well: I can begin to use 8 compass points; I can use letter/no. co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> I can use 8 compass points; I can begin to use 4 figure co-ordinates to locate features on a map. I can use 8 compass points confidently and accurately; I can use 4 figure co-ordinates confidently to locate features on a map. I can begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps		<ul style="list-style-type: none"> I can draw picture maps of imaginary places and from stories. # I can draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) 	<ul style="list-style-type: none"> I can try to make a map of a short route experienced, with features in correct order; I can try to make a simple scale drawing. I can make a map of a short route experienced, with features in correct order; I can make a simple scale drawing. 	<ul style="list-style-type: none"> I can begin to draw a variety of thematic maps based on their own data. I can draw a variety of thematic maps based on their own data. I can begin to draw plans of increasing complexity.
Representation		<ul style="list-style-type: none"> I can use own symbols on imaginary map. I can begin to understand the need for a key. I can use class agreed symbols to make a simple key. 	<ul style="list-style-type: none"> I know why a key is needed. I can use standard symbols. I know why a key is needed. I can begin to recognise symbols on an OS map. 	<ul style="list-style-type: none"> I can draw a sketch map using symbols and a key; I can use /recognise OS map symbols. I can use atlas symbols.
Using maps		<ul style="list-style-type: none"> I can use a simple picture map to move around the school; I can recognise that it is about a place. I can follow a route on a map. I can use a plan view. I can use an infant atlas to locate places. 	<ul style="list-style-type: none"> I can locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) I can locate places on large scale maps, (e.g. Find UK or India on globe) I can follow a route on a large scale map. 	<ul style="list-style-type: none"> I can compare maps with aerial photographs. I can select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) I can begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) I can follow a short route on an OS map. Describe features shown on OS map. I can locate places on a world map. I can use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale/Distance		<ul style="list-style-type: none"> I can use relative vocabulary (e.g. bigger/smaller, like/dislike) I can begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> I can begin to match boundaries (E.g. find same boundary of a country on different scale maps.) I can begin to match boundaries (E.g. find same boundary of a county on different scale maps.) 	<ul style="list-style-type: none"> I can measure straight line distance on a plan. I can find/recognise places on maps of different scales. (E.g. river Nile.) I can use a scale to measure distances. <ul style="list-style-type: none"> I can draw/use maps and plans at a range of scales.
Perspective		<ul style="list-style-type: none"> I can draw around objects to make a plan. I can look down on objects to make a plan view map. 	<ul style="list-style-type: none"> I can begin to draw a sketch map from a high view point. I can draw a sketch map from a high view point. 	<ul style="list-style-type: none"> I can draw a plan view map with some accuracy. I can draw a plan view map accurately.
Map knowledge		<ul style="list-style-type: none"> I can learn names of some places within/around the UK. Christchurch, March, Cambridge, Cambridgeshire, England, London, Northern Ireland, Belfast, Wales, Cardiff, Scotland, Edinburgh. I can locate and name on UK map major feature:. London, River Thames, seas, Cambridgeshire, March and capital cities of the 4 countries. 	<ul style="list-style-type: none"> I can begin to identify points on maps A,B and C I can begin to identify significant places and environments 	<ul style="list-style-type: none"> I can identify significant places and environments I can confidently identify significant places and environments
Style of map		<ul style="list-style-type: none"> I can use picture maps and globes. I can find land/sea on globe. I can use teacher drawn base maps. I can use large scale OS maps. I can use an infant atlas 	<ul style="list-style-type: none"> I can use large scale OS maps. I can begin to use map sites on internet. I can begin to use junior atlases. I can begin to identify features on aerial/oblique photographs. I can use large and medium scale OS maps. I can use junior atlases. I can use map sites on internet. I can identify features on aerial/ oblique photographs. 	<ul style="list-style-type: none"> I can use index and contents page within atlases. I can use medium scale land ranger OS maps. I can use OS maps. I can confidently use an atlas. I can recognise world map as a flattened globe.
Vocabulary		<p>United Kingdom, Great Britain, England, Ireland, Scotland, Wales. Weather, weather forecast, weather symbols, climate, Equator, North Pole, South Pole, seasons, Spring, Summer, Autumn, Winter. Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. city, town, village, factory, farm, house, office, port, harbour and shop North, South, East and West near and far; left and right</p>	<p>Europe including Russia. hills, mountains, coasts and rivers latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Greenwich Meridian and time zone climate zones, biomes and vegetation belts, mountains, volcanoes, earthquakes, water cycle settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Survey, collate, data, record, observe, data handling, graphs, charts, results, compare, contrast, locality, measure, conclusions Human features, physical features physical characteristics, human characteristics</p> <p>Compare, contrast, similarities, differences, locate, identify</p>

