PROGRESSION OF SKILLS IN GEOGRAPHY

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	-Teacher led enquiries, to ask and respond to simple closed questions. -Use information books/pictures as sources of information -Investigate their surroundings -Make observations about where things are e.g. within school or local area.	- Children to ask simple Geographical questions Where is it? What is it like? -Use books, stories, maps, pictures/ photos and internet as sources of information. -Investigate surroundings - Make appropriate observations about why things happen. Make simple comparisons between features of different places	Begin to ask/initiate geographical questions. - Use books, stories, atlases, pictures/photos and internet as sources of information. - Investigate places and themes at more than one scale - Analyse information and evidence and begin to draw conclusions e.g. make comparisons between two locations	Ask and respond to questions and offer their own ideas. - Extend to satellite images, aerial photographs - Investigate places through more than one themes - Collect and record evidence - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	Begin to suggest questions for investigating -Begin to use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on physical and human levels - Collect and record evidence - Analyse evidence and draw conclusions e.g. temperature of various locations - influence on people/everyday life	Suggest questions for investigating - Use primary and secondary sources of evidence in their investigations. - Investigate places with and draw parallels with previous 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/ Location	-follow directions (up, down, left/right, forwards/backwards)	-Follow directions (as a Year 1 include compass points)	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 where appropriate	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. - refs; use latitude (and name them) and longitude on atlas maps.
Drawing maps	I know that maps give information about the world (where and what?). I can draw a simple map	-Draw a map of a real (e.g. add detail to a sketch map from aerial photography.) Know what a plan view is	Try to make a map of a short route experienced, with features in correct order; -Try to make a simple scale drawing.	- Make a simple scale drawing of routes within a country Understand perspective	Begin to draw a variety of thematic maps-based biome regions Draw makes with increasing accuracy of perspective and scale	Create relief maps Draw makes with accuracy of perspective and scale -
Representation	Use the own symbols on imaginary	-Begin to understand the need for a key	Know why a key is needed. □ Use standard symbols.	Know why a key is needed. - Begin to recognise symbols on a variety of maps	Use appropriate symbols for ease of interpretation and other geographers can interpret maps drawn	Understand use of representation in relief maps and how these need to be consistent

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Using maps	-use a simple picture map to move around the school -recognise that it is about a place.	-follow a route on a map eg route to Glasgow from Flackwell Heath -use a plan view - use an atlas to locate places	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy.	Locate places on large scale maps, (e.g. Find UK, Japan and Canada on globe and map) Use topographic maps	Compare maps with aerial photographs. - Select a map for a specific purpose eg to show different biomes of the world	- Locate places on a world map. - Use atlases to find out about other features of places eg regions of earthquakes.
Map knowledge	I can look down on objects and make a plan for example, on desk, high window to playground. I can draw objects to scale e.g. on a table	I can use large scale, vertical aerial photographs. I know that when you 'zoom in' you see a smaller area in more detail.	Begin to identify points on maps I can use maps and aerial views to help me talk about places.	Begin to identify significant places and environments. I can talk about places using a range of maps	I can use a range of viewpoints up to satellite. I can read and compare map scales.	I can use a scale bar on all maps. I can use models and maps to talk about contours and slope I can describe height and slope using maps, fieldwork and photographs
Style of map	Picture of maps and globes	Plans Atlas	Use large scale OS maps. Begin to use map sites on internet. Atlas Begin to identify features on aerial/oblique photographs.	Use large and medium scale maps atlases. Use topographic maps Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Biome world maps	Can use thematic maps Confidently use an atlas. Recognise world map as a flattened globe.