



Small School. Big Hearts. Big Ambitions

Progression of skills and knowledge in Geography

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> *Teacher led enquiries, to ask and respond to simple closed geographical questions *Use pictures, stories and simple maps as sources of information *Investigate the school and its grounds surroundings *Begin to use fieldwork instruments such as cameras *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG) 	<ul style="list-style-type: none"> *Teacher led enquiries, to ask and respond to simple closed geographical questions *Use information books as sources of information *Investigate the school and its grounds surroundings *Begin to make fieldwork sketches/diagrams *Begin to use fieldwork instruments such as cameras, tape measures *Make observations about where things are e.g. within school or local area 	<ul style="list-style-type: none"> *Children encouraged to ask simple geographical questions; Where is it? What is it like? *Use NF books, stories, maps, pictures/photos and internet as sources of information *Investigate their surroundings *Make simple fieldwork sketches/diagrams *Begin to use fieldwork instruments such as cameras, tape measures, rain gauge *Make observations about why things happen 	<ul style="list-style-type: none"> *Begin to ask/initiate geographical questions: Why is the landscape like this? How is it changing? *Investigate places and themes at more than one scale *Begin to collect and record evidence *Make more detailed fieldwork sketches/diagrams *Use fieldwork instruments *Analyse evidence and begin to draw conclusions e.g. make comparisons between temperatures in different locations 	<ul style="list-style-type: none"> *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 *Plan the steps and strategies for an enquiry *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"> *Begin to suggest questions for investigating *Begin to use primary and secondary sources of evidence in their investigation *Investigate places with more emphasis on the larger scale; contrasting and distant places *Observe, collect and record evidence unaided *Analyse evidence and draw conclusions e.g. compare historical maps 	<ul style="list-style-type: none"> *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 *Observe, measure, collect, record and present the human and physical features in the local area evidence unaided using

			*Make simple comparisons between features of different places	*Understand different people have different viewpoints and begin to understand why		of varying scales	a range of methods *Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use and explain reasons and decision making e.g. new bypass, housing development etc
Geographical Vocabulary	* Begin to use simple geographical terms such as village, hot, cold	*Begin to use geographical terms *Begin to use basic geographical vocabulary such as river, soil, hill		*Understand and use a widening range of geographical terms e.g. meander, floodplain, location, industry, transport, settlement, water cycle etc *Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour	*Understand and use a widening range of geographical terms e.g. contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes	*Understand and use a widening range of geographical terms e.g. climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Understand and use a widening range of geographical terms e.g. urban, rural, land use, sustainability, tributary, trade links etc

Direction/Locatio n	* Follow directions (Up, down, forwards/backwards)	*Follow directions (Up, down, left/right, forwards/backwards)	*Follow directions as Yr1 and 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 *Begin to use 4 figure co-ordinates to locate features on a map *Use letter/no. co-ordinates to locate features on a map confidently	*Use 8 compass points *Use 4 figure co-ordinates confidently to locate features on a map	*Use 8 compass points confidently and accurately *Begin to use 6 figure grid refs: use latitude and longitude on atlas maps
Locational knowledge	*Name the 4 countries of the UK. *Name the village they live in (Dry Drayton)	*Name and locate the world's 7 continents and 5 oceans *Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding areas	*Locate the world's countries, using maps to focus on Europe and North and South America *Name and locate counties and cities of the UK *Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Greenwich Meridian and time zones				
Drawing maps	*Draw simple pictures of locations that are familiar to them.	*Draw simple picture maps and plans of school, local area, imaginary places and from stories	*Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photographs)	*Try to make a map of a short route experienced, with features in correct order *Try to make a simple scale drawing	*Make a map of a short route experienced with features in correct order *Make a simple scale drawing	*Begin to draw a variety of thematic maps based on their own data	*Draw a variety of thematic maps based on their own data *Begin to draw plans of increasing complexity
Representation	*Recognise simple symbols in the classroom.	*Use symbols on imaginary maps	*Begin to understand the need for a key *Use class agreed symbols to make a simple key	*Know why a key is needed *Use standard symbols	*Know why a key is needed *Begin to recognise symbols on an OS map	*Draw a sketch map using symbols and a key *Use/recognise OS map symbols	*Use/recognise OS map symbols *Use atlas symbols
Using maps	*Use a simple map to get information. *Use a simple map to recognise similarities and	*Use a simple map to move around the school and grounds *Recognise it is about a place	*Follow a route on a map *Use a plan view	*Locate places on larger scale maps e.g. map of Europe	*Locate places on large scale maps e.g. find UK or India on a globe	*Compare maps with aerial photographs	*Follow a short route on an OS map *Describe features

	differences between their location and a contrasting locality (ELG)		*Use a simple atlas to locate places	*Follow a route on a map with some accuracy e.g. orienteering	*Follow a route on a large scale map	*Select a map for a specific purpose e.g. atlas or OS map *Begin to use atlases to find out about other features of places e.g. find the wettest part of the world	shown on OS map *Locate places on world map *Use atlases to find out about other features of places e.g. mountain regions, weather patterns
Scale/Distance	*Begin to use relative vocabulary e.g. bigger/smaller, like/dislike	*Use relative vocabulary e.g. bigger/smaller, like/dislike	*Begin to spatially match places e.g. recognise UK on a small scale and larger scale map	*Begin to match boundaries e.g. find same boundary of a country on different scale maps		*Measure straight line distance on a plan *Find/recognise places on maps of different scales	*Use a scale to measure distances *Draw/use maps and plans at a range of scales
Perspective	*Identify simple objects from looking at them from a above	*Draw around objects to make a simple plan	*Look down on objects to make a plan view	*Begin to draw a sketch map from a high view point	*Draw a sketch map from a high view point	*Draw a plan view map with some accuracy	*Draw a plan view map accurately
Map knowledge	*Recognise the UK on a map as where they live.	*Learn names of some places within/around the UK	*Locate and name on UK map major features e.g. London, River Thames Cambridge,	*Begin to identify points on maps A, B and C	*Begin to identify significant places and environments	*Identify significant places and environments	*Confidently identify significant places and environments
Style of map	*Picture maps and globes,	*Picture maps and globes	*Find land/sea on globe *Use teacher drawn base maps *Use large scale OS maps	*Use large scale OS maps *Begin to use maps sites on internet *Begin to use junior atlases	*Use large and medium scale OS maps *Use junior atlases *Use map sites on internet	*Use index and contents page within atlases *Use medium scale land ranger OS maps	*Use OS maps *Confidently use an atlas *Recognise world map as a flattened globe

			*Use a simple atlas	*Begin to identify features on aerial/oblique photographs	*Identify features on aerial/oblique photographs		
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