Geography: Skills Progression

Year Group	Aim	Skills
Pre-School	**EYFS Curriculum** Development Matters Statements 22-36 months • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. Development Matters Statements 30-50 months • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Knowing their place in the world: Where I live? What Is near me? What do I know about the place I live? Reading stories that link to other countries/cultures. Learning about countries through animals and knowing that different animals live in different countries. Accessing and playing with small world toys to broaden their experience of the world.
Reception	**EYFS Curriculum** Development matters Statements 40-60 months as starting point for ARE children • Looks closely at similarities, differences, patterns and change. Early Learning Goal • They talk about the features of their own immediate environment and how environments might vary from one another. Exceeding ELG • Children know that the environment and living things are influenced by human activity. • They can describe some actions which people in their own community do that help to maintain the area they live in.	Children build upon their Pre-School learning journey by: Linking their learning to real world experience. Taking part in practical home-link Geography tasks linked to where they live. Learning about their environment through stories and a play based approach. Using the school environment i.e. Forest School to build upon their classroom learning. Talk and discussion through play.

	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 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 features of different places.	• 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.	• 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	• 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	• 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/Location	• Follow directions (Up, down, left/right, forwards/backwards)	• Follow directions (as yr 1 and inc'. 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 maps	• Draw picture maps of imaginary places and from stories.	• Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	• 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	• Use own symbols on imaginary map.	• 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 picture map to move around the school; • Recognise that it is about a place.	• Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places.	• Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	• Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map.	• 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)	• 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)

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Perspective	• Draw around objects to make a plan.	• Look down on objects to make a plan view map.	• 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	• Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	• Locate and name on UK map major features e.g. London, River Thames, home location, seas.	• 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	• Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas	• Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs.	• Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs.	• 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.
Scale/Distance	• 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.)	• Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	• Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.)	• Use a scale to measure distances. • Draw/use maps and plans at a range of scales.