

# All Saints' C. of E. Primary School

## Geography Skills Progression



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical enquiry</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher led enquiries, to ask and respond to simple closed questions.</li> <li><input type="checkbox"/> Use information books/pictures as sources of information.</li> <li><input type="checkbox"/> Investigate their surroundings</li> <li><input type="checkbox"/> Make observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li><input type="checkbox"/> Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li><input type="checkbox"/> Investigate their surroundings</li> <li><input type="checkbox"/> Make appropriate observations about why things happen.</li> <li><input type="checkbox"/> Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to ask/initiate geographical questions.</li> <li><input type="checkbox"/> Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li><input type="checkbox"/> Investigate places and themes at more than one scale</li> <li><input type="checkbox"/> Begin to collect and record evidence</li> <li><input type="checkbox"/> Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and respond to questions and offer their own ideas.</li> <li><input type="checkbox"/> Extend to satellite images, aerial photographs</li> <li><input type="checkbox"/> Investigate places and themes at more than one scale</li> <li><input type="checkbox"/> Collect and record evidence with some aid</li> <li><input type="checkbox"/> Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to suggest questions for investigating</li> <li><input type="checkbox"/> Begin to use primary and secondary sources of evidence in their investigations.</li> <li><input type="checkbox"/> Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li><input type="checkbox"/> Collect and record evidence unaided</li> <li><input type="checkbox"/> Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Suggest questions for investigating</li> <li><input type="checkbox"/> Use primary and secondary sources of evidence in their investigations.</li> <li><input type="checkbox"/> Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li><input type="checkbox"/> Collect and record evidence unaided</li> <li><input type="checkbox"/> 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</li> </ul>
<b>Direction/Location</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow directions (as yr 1 and inc'. NSEW)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use 4 compass points to follow/give directions:</li> <li><input type="checkbox"/> Use letter/no. co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use 4 compass points well:</li> <li><input type="checkbox"/> Begin to use 8 compass points;</li> <li><input type="checkbox"/> Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use 8 compass points;</li> <li><input type="checkbox"/> Begin to use 4 figure co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use 8 compass points confidently and accurately;</li> <li><input type="checkbox"/> Use 4 figure co-ordinates confidently to locate features on a map.</li> <li><input type="checkbox"/> Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> </ul>
<b>Drawing maps</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw picture maps of imaginary places and from stories.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Try to make a map of a short route experienced, with features in correct order;</li> <li><input type="checkbox"/> Try to make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make a map of a short route experienced, with features in correct order;</li> <li><input type="checkbox"/> Make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to draw a variety of thematic maps based on their own data.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw a variety of thematic maps based on their own data.</li> <li><input type="checkbox"/> Begin to draw plans of increasing complexity.</li> </ul>
<b>Representation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use own symbols on imaginary map.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to understand the need for a key.</li> <li><input type="checkbox"/> Use class agreed symbols to make a simple key.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know why a key is needed.</li> <li><input type="checkbox"/> Use standard symbols.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know why a key is needed.</li> <li><input type="checkbox"/> Begin to recognise symbols on an OS map.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw a sketch map using symbols and a key;</li> <li><input type="checkbox"/> Use/recognise OS map symbols.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use/recognise OS map symbols;</li> <li><input type="checkbox"/> Use atlas symbols.</li> </ul>
<b>Using maps</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a simple picture map to move around the school;</li> <li><input type="checkbox"/> Recognise that it is about a place.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow a route on a map.</li> <li><input type="checkbox"/> Use a plan view.</li> <li><input type="checkbox"/> Use an infant atlas to locate places.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li><input type="checkbox"/> Follow a route on a large scale map.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare maps with aerial photographs.</li> <li><input type="checkbox"/> Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</li> <li><input type="checkbox"/> Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow a short route on an OS map. Describe features shown on OS map.</li> <li><input type="checkbox"/> Locate places on a world map.</li> <li><input type="checkbox"/> Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> </ul>
<b>Scale/Distance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Measure straight line distance on a plan.</li> <li><input type="checkbox"/> Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a scale to measure distances.</li> <li><input type="checkbox"/> Draw/use maps and plans at a range of scales.</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate their <b>knowledge</b> through:</li> </ul> <p>Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Recall, select and organise historical information</li> <li><input checked="" type="checkbox"/> Communicate their <b>knowledge and understanding</b></li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Select and organise information to produce structured work, making appropriate use of dates and terms</li> </ul>	