Progression of Skills for Geography

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	Comment and ask questions about my world. Show care and concern for…the environment.	Explain my own knowledge and understanding. Look closely at and identify similarities and differences and changes in places.	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/	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.	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

Progression of Skills for Geography

					pictures, temperatures in different locations.		temperature of various locations - influence on people/everyday life	
Direction/ Location	Understand… 'what', 'where' in simple questions. Show an understanding of prepositions such as 'under', 'on top', 'behind'…respond to simple instructions.	Look closely at patterns in places. Understand and use 'what', 'where' in simple questions.	Follow directions (Up, down, left/right, forwards/backwards).	Follow directions (as Y1 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 coordinates 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	Enjoy playing with small-world models such as a farm, a garage, or a train track and notice detailed features of objects in their environment.	Draw information from a simple map. Creates representations of both imaginary and real life ideas, events, people and objects	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.

Progression of Skills for Geography

	Create simple representations of objects. Use lines to enclose a space and begin to use these shapes to represent objects. Handle equipment and tools effectively, including pencils for writing.	Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters independently						
Representation	Know about similarities and differences between themselves and others, and among families, communities. Notice simple shapes and patterns in pictures	Look closely at patterns in places, objects, materials and living things.	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	Know about similarities and differences in relation to places	Draw information from a simple map.	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.	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 or India on globe)	Compare maps with aerial photographs. Select a map for a specific	Follow a short route on an OS map. Describe features shown on OS map.

Progression of Skills for Geography

	Recognise, create and describe patterns.			Use an infant atlas to locate places.	(e.g. whilst orienteering)	Follow a route on a large-scale map.	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)	Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale/ Distance	Develop an understanding of simple concepts (e.g. *big/little*).	Use everyday language to talk about size, position, distance… to compare quantities and objects and to solve problems.	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.
Perspective	Draw around objects to make a plan. Explore characteristics of everyday objects	Compare and describe the features of their immediate environment and how environments might vary from one another.	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 viewpoint.	Draw a sketch map from a high viewpoint.	Draw a plan view map with some accuracy.	Draw a plan view map accurately.

Progression of Skills for Geography

Map Knowledge	Learn names of some places within/around the local area.	Look closely at and identify similarities and differences and changes in places, objects, materials and living things.	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 Jigsaws and puzzles Know that information can be retrieved from computers.	Knows that print carries meaning and, in English, is read from left to right and top to bottom Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Have access to touch screen technology	Picture maps and globes Experiment with touch screen technology	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas Become familiar with touch screen technology.	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 touch screen technology	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Use touch screen technology to support work.	Use index and contents page within atlases. Use medium scale land ranger OS maps. Touch screen technology is used effectively.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe. Touch screen technology is used as an integral part of investigations.