

Geography: Progression of skills	
Little Sycamores	Explore and respond to different natural phenomena in their setting and on trips.
Nursey Cycle 1 & 2	<p>Show interest in different occupations</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
Reception	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories e.g. brave, kind. Draw information from a simple map.</p> <p>Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate in different ways.</p> <p>Recognise some environments are different to where they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>

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	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 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. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use Non-Fiction 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. 	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use Non-Fiction 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. 	<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 Collect and record evidence with support 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 investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence independently Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 	<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 Collect and record evidence independently Analyse evidence and draw conclusions e.g. from fieldwork data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Direction/Location	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) Introduce N, E, S & W 	<ul style="list-style-type: none"> Follow directions (as Year 1 and inc'. NSEW) 	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) 	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.

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Representation	<ul style="list-style-type: none"> Use own symbols on imaginary map. 	<ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key. 	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols. 	<ul style="list-style-type: none"> Know and use a key Begin to recognise symbols on an Ordnance Survey map. 	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise Ordnance Survey map symbols. 	<ul style="list-style-type: none"> Use/recognise Ordnance Survey map symbols; Use atlas symbols.
Using maps	<ul style="list-style-type: none"> Use a simple picture map to move around the local area; Recognise that it is about a place. 	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use a children's atlas to locate places. 	<ul style="list-style-type: none"> Locate places on large scale maps e.g. map of Europe. Follow a route on a map with some accuracy. 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. 	<ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, Ordnance Survey 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) 	<ul style="list-style-type: none"> Follow a short route on an Ordnance Survey map. Describe features shown on Ordnance Survey map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale/Distance	<ul style="list-style-type: none"> Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) 	<ul style="list-style-type: none"> Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective	<ul style="list-style-type: none"> Draw around objects to make a plan. 	<ul style="list-style-type: none"> Look down on objects to make a plan view map. 	<ul style="list-style-type: none"> Begin to draw a sketch map from a high view point. 	<ul style="list-style-type: none"> Draw a sketch map from a high view point. 	<ul style="list-style-type: none"> Draw a plan view map with some accuracy. 	<ul style="list-style-type: none"> Draw a plan view map accurately.
Map knowledge	<ul style="list-style-type: none"> Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. 	<ul style="list-style-type: none"> Locate and name on UK map major features e.g. home location, seas, famous landmarks and capital cities. 	<ul style="list-style-type: none"> Begin to identify points on maps A, B and C 	<ul style="list-style-type: none"> Begin to identify significant places and environments 	<ul style="list-style-type: none"> Identify significant places and environments 	<ul style="list-style-type: none"> Confidently identify significant places and environments
Style of map	<ul style="list-style-type: none"> Picture maps and globes 	<ul style="list-style-type: none"> Distinguish land/sea on globe. Use large scale Ordnance Survey maps. Use a children's atlas 	<ul style="list-style-type: none"> Use large scale Ordnance Survey maps. Begin to use map sites on internet. Use atlases. Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> Use large and medium scale Ordnance Survey maps. Use atlases. Use map sites on internet. Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> Use index and contents page within atlases. Use medium scale land ranger Ordnance Survey maps. 	<ul style="list-style-type: none"> Use Ordnance Survey maps. Confidently use an atlas. Recognise world maps as a flattened globe.