



Shavington Primary School Geography Skills Progression



Autumn	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS	Autumn- Pip the Penguin Explorer <i>Change for 2023/2024</i>	Autumn- Continents	Autumn- Settlements	Autumn- Map Skills- Link to Africa	Autumn- America	Autumn- WW2
<u>Nursery</u> Naming and locating areas of the classroom	<p>Follow directions up, down, left, right, forwards, backwards.</p> <p>Draw picture maps of imaginary places and from stories.</p> <p>Use own symbols on an imaginary map.</p> <p>Teacher led enquires to ask and respond to simple closed questions.</p> <p>Investigate their surroundings.</p> <p>Make observations about where things are for example about school or local area.</p> <p>Use information books/pictures as sources of information.</p> <p>Recognise that it is about a place.</p>	<p>Use books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Make simple comparisons between features of different places.</p> <p>Follow directions.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Use standard symbols.</p> <p>Begin to draw a sketch map from a high view point.</p> <p>Begin to identify points on maps A,B and C</p> <p>Begin to use map sites on internet.</p>	<p>Use 4/8 compass points</p> <p>Use coordinates to locate features on a map</p> <p>Begin to recognise symbols on an OS map</p> <p>Begin to identify significant places and environments</p> <p>Use large and medium scale OS maps</p>	<p>Begin to suggest questions for Investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p> <p>Compare maps with aerial photographs</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.)</p> <p>Identify significant places and environments</p> <p>Use index and contents page within atlases</p>	<p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>
<u>Reception</u>						

Geographical enquiry
Style of Map

Direction & Location

Drawing Maps

Representation

Using maps

Scale/Distance

Perspective

Map Knowledge



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Spring	Spring- Climates & Weather <i>Change for 2023/2024</i>	Spring- London	Autumn- Water <i>Change for 2023/2024</i>	Spring- Volcanoes	Spring- Trade	Spring- Brazil
<p><u>Nursery</u> Respect and care for the environment.</p>	<p>Teacher led enquires to ask and respond to simple closed questions.</p> <p>Investigate their surroundings.</p> <p>Make observations about where things are for example about school or local area.</p> <p>Use information books/pictures as sources of information.</p> <p>Recognise that it is about a place.</p>	<p>Draw a map of a real or imaginary place.</p> <p>Follow directions.</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p> <p>Follow a route on a map</p> <p>Use a plan view</p> <p>Begin to spatially match places.</p> <p>Make simple comparisons between different features of places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p>	<p>Ask and respond to questions and offer own ideas</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions</p> <p>Know why a key is needed</p> <p>Locate places on large scale maps</p> <p>begin to identify significant places and environments</p> <p>Identify features on aerial photographs</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Identify significant places and environments</p> <p>Use index and contents page within atlases</p>	<p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>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</p> <p>Use/recognise OS map symbols; Use atlas symbols</p> <p>Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather Patterns</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p>
<p><u>Reception</u> Use photos and pictures to locate places in the local environment.</p> <p>Talk about the local environment.</p> <p>What is a village city and county?</p> <p>Simples maps of a classroom</p> <p>Recognise some environments that are different to the one they live in e.g; London.</p> <p>Retell journeys and plan routes.</p>						

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Summer	Summer- World Explorers <i>Change for 2023/2024</i>	Summer- Comparing different surroundings	Summer- Mountains	Summer- The UK	Summer- Maps	Summer- Local study
<p><u>Nursery</u></p> <p>Mapping of the school</p> <p>Use of positional language</p> <p>Different countries of the world and talk about differences from photos and experiences.</p> <hr/> <p><u>Reception</u></p> <p>Recognise, observe and talk about seasonal change</p>	<p>Teacher led enquires to ask and respond to simple closed questions.</p> <p>Investigate their surroundings.</p> <p>Make observations about where things are for example about school or local area.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary e.g. bigger, smaller, like, dislike</p> <p>Learn names of some places within/ around the UK for example home town, cities, countries e.g. Wales and France.</p> <p>Picture maps and globes</p> <p>Recognise that it is about a place.</p>	<p>Children are encouraged to ask simple geographical questions.</p> <p>Begin to spatially match places.</p> <p>Use an infant atlas to locate places.</p> <p>Begin to understand the need for a key.</p> <p>Make appropriate observations about why things happen.</p> <p>Investigate their surroundings.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Use 4 compass points to follow/give directions</p> <p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Use large scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p>	<p>Ask and respond to questions and offer own ideas</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and theme of more than one scale</p> <p>Analyse evidence and draw conclusions</p> <p>Make a map of short route experienced with features in correct order</p> <p>Locate places on large scale maps</p> <p>Begin to match boundaries</p> <p>Begin to identify significant places and environments</p> <p>Use large and medium scale OS maps</p> <p>Use map sites on the internet</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Collect and record evidence Unaided</p> <p>Use 8 compass points</p> <p>Begin to use 4 figure co-ordinates to locate features on a map</p> <p>Draw a sketch map using symbols and a key</p> <p>Use/recognise OS map symbols.</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Measure straight line distance on a plan.</p> <p>Draw a plan view map with some accuracy</p> <p>Identify significant places and environments</p> <p>Use index and contents page within atlases</p>	<p>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.</p> <p>Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Use a scale to measure distances. Draw/use maps and plans at a range of scales</p> <p>Draw a plan view map accurately.</p> <p>Confidently identify significant places and environment</p> <p>Use OS maps</p>

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