



Warton St Paul's

Church of England Primary Academy  
A member of **CTDARI**

**Warton St. Paul's Primary School  
Geography Progression of Skills  
2022-2023**

EYFS	2022-2023	Year 1	Year 2	Year 3/4	Year 5	Year 6
<p><b>Understanding the World</b> Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.</p>	<p><b>Geographical Enquiry</b></p> <p>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.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like? Use books, stories, maps, pictures/photos and the internet as sources of information. Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places.</p>	<p>Ask and respond to questions and offer their own ideas. Use books, stories, atlases, pictures/photos and the internet as sources of information. Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p>	<p>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 larger 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.</p>	<p>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 field work data on land use comparing land use/ temperature, look at patterns and explain reasons behind it.</p>	
	<p><b>Direction/ Location</b></p> <p>Follow directions (Up, down, left/right, forwards/backwards. Start to learn the four compass points.</p>	<p>Consolidate Y1 directions. Consolidate cardinal directions.</p>	<p>Use 4 compass points to follow/ give directions. Use letter/no. coordinates to locate features on a map.</p>	<p>Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map.</p>	<p>Use 8 compass points confidently and accurately. Use 4-figure coordinates confidently to locate features on a map. Begin to use 6 figure grid references; use latitude</p>	

						and longitude on atlas maps.
	<b>Drawing Maps</b>	Draw picture maps of imaginary places and from stories. Create maps using objects (messy maps) Attempt simple maps of school with support.	Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph)	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.
	<b>Representation</b>	Use own symbols on an 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. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key. Use/ recognise OS symbols.	Draw a sketch map using symbols and a key. Use/ recognise OS symbols. Use atlas symbols.
	<b>Using Maps</b>	Use a simple picture map to move around the school. Recognise that it is about a place. Look at street maps of known places.	Follow a route on a map. (walking to church) Use a plan view. Use an infant map to locate places.	Locate places on large scale maps (e.g find UK or India on a globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a type of map for a specific purpose. Begin to use atlases to find out about the other features of places (e.g find the wettest place in the world)	Follow a short route on an OS map. Describe features on an OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g mountain regions, weather patterns)
	<b>Scale/Distance</b>	Use relative vocabulary (eg bigger/smaller)	Begin to spatially match places (eg recognise UK on a small scale and larger scale maps)	Begin to match boundaries (e.g find same boundaries of a country 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.
	<b>Map Knowledge</b>	Begin to identify points on maps A,B and C. Recognise and find places previously learnt.	Identify significant places and environments. Identify locations and discuss previously learnt.	<ul style="list-style-type: none"> <li>• Begin to identify points on maps A,B and C</li> <li>• Recognise and find places previously learnt.</li> <li>• Identify significant places and environments.</li> <li>• Identify locations and</li> </ul>	<ul style="list-style-type: none"> <li>• Identify significant places and environments.</li> <li>• Identify locations and discuss previously learnt.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently identify significant places and environments</li> <li>• Identify and discuss locations previously learnt</li> </ul>

				discuss previously learnt.		
	<b>Style of Maps</b>	<p>Use large scale OS maps. Begin to use map sites on the internet. Begin to use junior atlases. Begin to identify features on ariel/oblique photographs.</p>	<ul style="list-style-type: none"> <li>• Find land/sea on globe.</li> <li>• Use teacher drawn base maps.</li> <li>• Use large scale OS maps.</li> <li>• Use an infant atlas</li> <li>• Google maps</li> </ul>	<ul style="list-style-type: none"> <li>• Use large scale OS maps.</li> <li>• Begin to use map sites on internet.</li> <li>• Begin to use junior atlases.</li> <li>• Begin to identify features on aerial/oblique photographs.</li> <li>• Use index and contents page within atlases.</li> <li>• Use medium scale land ranger OS maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Use index and contents page within atlases.</li> <li>• Use medium scale land ranger OS maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Use OS maps.</li> <li>• Confidently use an atlas.</li> <li>• Recognise world map as a flattened globe.</li> </ul>