St. Mary's Church of England Primary School, Fownhope

Progression of Knowledge and Skills in Geography

"What we nurture today flourishes tomorrow"

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	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/ pictures, temperatures in different locations.	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. temperature of various locations - influence on people/everyday life.	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.
Direction/ location	Follow directions (Up, down, left/right, forwards/backwards.	Follow directions (as Yr 1 and incl. 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 co-ordinates 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	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.
Representation	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.	Know why a key is needed. Begin to recognise symbols on an OS map.	Use/recognise raw a sketch map using symbols and a key. Use/recognise OS map symbols.	Use/recognise OS map symbols. Use atlas symbols.
Using maps	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. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering).	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific 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).	Follow a short route on an OS map. Describe features shown on OS 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	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.	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.
Map knowledge	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 environment.	Identify significant places and environments.	Confidently identify significant places and environments.
Style of map	Picture maps and globes.	Find land/sea on globe.	Use large scale OS maps.	Use large and medium scale OS maps. Use junior atlases.	Use index and contents page within atlases.	Use OS maps. Confidently use an atlas.

		□ Use teacher drawn base maps. □ Use large scale OS maps. □ Use an infant atlas.	□ Begin to use map sites on internet. □ Begin to use junior atlases. □ Begin to identify features on aerial/oblique photographs	□ Use map sites on internet. □ Identify features on aerial/oblique photographs.	□ Use medium scale land ranger OS maps.	□ Recognise world map as a flattened globe.