



Geography Skill Progression

EYFS	Understanding the World							
	<p>Be able to name and talk about familiar places or places I visit regularly. Show an understanding that not all countries are the same. Comment and ask questions about familiar places or locations. Observe differences and similarities between places and people, showing respect to different cultures and ways of life. Show my knowledge and interest through role play and child-led learning. Use everyday language to talk about the environment and natural world. Describe their immediate environment using knowledge from observations, stories, non-fiction books and maps. Use photos, maps and books to show my own experiences and compare to different places and cultures around the world. Know that pictures, symbols, and words on represent objects on a map. I can experiment with making and reading maps. Use positional language and follow simple directions. Talk about my daily life and routines, thinking about how they compare to different countries around the world.</p>							
Geography Year 1	Following directions	Representations on maps	Using maps	Geographical enquiry	Communicating	Questionnaires	Field sketching	Recording
	<p>-Follow simple directions (Up, down, left/right, forwards, backwards)</p>	<p>-Create my own symbols on an imaginary map.</p>	<p>-Use a simple picture map to move around the school.</p>	<p>-Ask and respond to simple closed questions. -Use information books/pictures as sources of information. -Make observations about where things are e.g.</p>	<p>-Give simple reasons for likes and dislikes. -Use simple geographical vocabulary.</p>	<p>-Listen to an adult asking another child or adult about familiar environments or activities, e.g., <i>About their home or holidays.</i></p>	<p>-Draw simple features they observe in their familiar environment. -Add colour and textures to prepared sketches.</p>	<p>-Recognise a photo/video/recording taken by a teacher as a record of what they have seen.</p>

				within school or local area.				
Year 2	Following directions	Representations on maps	Using maps	Geographical enquiry	Communicating	Questionnaires	Field sketching	Recording
	-Follow simple directions and begin to use NSEW -Use a plan to follow a route	-Use class agreed symbols to make a simple key.	-Follow a simple route on a map. -Use an infant atlas to locate places.	-Ask simple geographical questions; Where is it? What's it like? -Use non-fiction books, maps, pictures/photos and internet as sources of information. -Make appropriate observations about why things happen. -Make simple comparisons between features of different places.	-Give detailed reasons for likes and dislikes. -Begin to use appropriate geographical vocabulary.	-Ask a familiar person prepared questions, eg <i>"What do you like best about our playground?"</i> .	-Draw an outline of simple features they observe. -Add colour, texture and detail to prepared field sketches. -Join labels to correct features.	-Use a camera in the field with help to record what they have seen. -Label a photo with help.
Year 3	Following directions	Representations on maps	Using maps	Geographical enquiry	Communicating	Questionnaires	Field sketching	Recording
	-Use 4 compass points to follow/give directions: -Use letters/no. co-ordinates to locate features on a map.	-Understand why a key is needed. -Use standard symbols.	-Locate places on larger scale maps e.g. map of Europe. -Recognise world map as a flattened globe.	-Ask/initiate geographical questions. -Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using	-Identify and explain different views of people including themselves. -Explore geographical issues through discussion or through drama	-Ask questions and record some of what I found out, e.g. <i>talking to a builder about where materials come from.</i> -Use a simple database to	-Draw a sketch of a simple feature from observation or photo. -Add colour, texture and detail to own field sketches.	-Point out useful views/ views/sounds to photograph/record for their investigation. -Add titles and labels to photos giving date and location.

				photos/ pictures, temperatures in different locations.	using role play e.g. views on building new quarry	present findings.	-Add title and descriptive labels with help	
Year 4	Following directions	Representations on maps	Using maps	Geographical enquiry	Communicating	Questionnaires	Field sketching	Recording
	-Use 8 compass points; -Use letter/no. co-ordinates to locate features on a map confidently	-Start to recognise symbols on an OS map.	-Locate places on a wide range of maps (globes, maps of the world, junior atlases). -Use the index and contents page within atlases to locate places.	-Ask and respond to questions and offer my own ideas. -Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures / maps	-Identify and explain different views of people including themselves.	-Suggest questions to ask as part of an investigation. -Record the main points shortly after a talk e.g. <i>Asks questions to a policeman about road safety issues in a town.</i> -Use a database to present findings.	-Pick out the key lines and features of a view in the field using a viewfinder to help. -Annotate my sketch with descriptive and explanatory labels. -Add title, location and direction to sketch.	-Suggest what to record to provide useful evidence for their investigations. -Use a camera independently -Locate a photo on a map and annotate the photo.
Year 5	Following directions	Representations on maps	Using maps	Geographical enquiry	Communicating	Questionnaires	Field sketching	Recording
	-Use 6 figure grid references to locate features on a map. -Use latitude and longitude on atlas maps.	-Recognise and use atlas symbols.	-Read the scale on contour lines on an OS map. I can use atlases to find out about other features of places. (e.g. mountain regions,	-Suggest questions for investigating and anticipate findings -Use primary and secondary sources of evidence to investigate places with	-Give increased detail of views, give detailed reasons influencing views and how they are justified and present their findings both	-Prepare and carry out interview, sometimes in a formal situation. -Evaluate the quality of the evidence.	-Select field sketching from a range of techniques for an investigation. -Annotate sketches to describe and explain geographical	-Select recording/ photography from a range of techniques as the most appropriate for the evidence they need. -Use editing techniques to

			weather patterns)	more emphasis on the larger scale; contrasting and distant places -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	graphically and in writing.		processes and patterns.	make a presentation recording/edit photographs -Evaluate the quality of the evidence I collect this way.
Year 6	Following directions	Representations on maps	Using maps	Geographical enquiry	Communicating	Questionnaires	Field sketching	Recording
	-Use 6 figure grid references to locate features on a map. -Use latitude and longitude on atlas maps.	-Recognise and use atlas symbols.	-Read the scale on contour lines on an OS map. -Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)	-Suggest questions for investigating and anticipate findings -Use primary and secondary sources of evidence to investigate places with more emphasis on the larger scale; contrasting and distant places -Analyse evidence and draw	-Give increased detail of views, give detailed reasons influencing views and how they are justified and present their findings both graphically and in writing.	-Prepare and carry out interview, sometimes in a formal situation. -Evaluate the quality of the evidence.	-Select field sketching from a range of techniques for an investigation. -Annotate sketches to describe and explain geographical processes and patterns.	-Select recording/ photography from a range of techniques as the most appropriate for the evidence they need. -Use editing techniques to make a presentation recording/edit photographs -Evaluate the quality of the evidence I collect this way.

				conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it				
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