



Geography Skill Progression



Geography Year 1	Following directions	Representations on maps	Using maps	Geographical enquiry	Communicating	Questionnaires	Field sketching	Recording
	-Follow simple directions (Up, down, left/right, forwards, backwards)	-Create my own symbols on an imaginary map.	-Use a simple picture map to move around the school.	-Ask and respond to simple closed questions. -Use information books/pictures as sources of information. -Make observations about where things are e.g. within school or local area.	-Give simple reasons for likes and dislikes. -Use simple geographical vocabulary.	-Listen to an adult asking another child or adult about familiar environments or activities, e.g., <i>About their home or holidays.</i>	-Draw simple features they observe in their familiar environment. -Add colour and textures to prepared sketches.	-Recognise a photo/video/recording taken by a teacher as a record of what they have seen.
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.	-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.

				-Make appropriate observations about why things happen. -Make simple comparisons between features of different places.				
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 photos/pictures, temperatures in different locations.	-Identify and explain different views of people including themselves. -Explore geographical issues through discussion or through drama using role play e.g. views on building new quarry	-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 present findings.	-Draw a sketch of a simple feature from observation or photo. -Add colour, texture and detail to own field sketches. -Add title and descriptive labels with help	-Point out useful views/views/sounds to photograph/record for their investigation. -Add titles and labels to photos giving date and location.
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).	-Ask and respond to questions and offer my own ideas. -Analyse evidence and	-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	-Pick out the key lines and features of a view in the field using a viewfinder to help.	-Suggest what to record to provide useful evidence for their investigations.

			-Use the index and contents page within atlases to locate places.	draw conclusions e.g. make comparisons between locations photos/pictures / maps		talk e.g. <i>Asks questions to a policeman about road safety issues in a town.</i> -Use a database to present findings.	-Annotate my sketch with descriptive and explanatory labels. -Add title, location and direction to sketch.	-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, 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 conclusions e.g. from field work data on land use comparing land use/	-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.

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