

St John's Primary School: Geography Skills Progression



EYFS - *Understanding the World (The World)* and *Understanding the World (The World)* will be followed. Children know about similarities and differences between themselves and others, and among families, communities and traditions. Children to talk about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Can describe their relative position. (e.g. behind, next to, etc).

	Year One	Year Two	Year Three/Four	Year Five/Six
<p>Geographical enquiry</p> <p>Teacher led enquiries, to ask and respond to simple closed questions</p> <p>Use information books/pictures as sources of information</p> <p>Investigate their surroundings</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use non-fiction (NF) books, stories, maps, pictures/photos and internet as sources of information</p> <p>Investigate their surroundings and one other</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>Investigate places and themes at more than one scale</p>	<p>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>Field Work</p> <p>Make observations about where things are e.g. within school or local area</p> <p>Find out about the environment by talking to people, examining photographs and simple maps</p>	<p>Investigate their surroundings e.g. school, buildings and green space in local area and what they indicate</p> <p>Make appropriate observations about why things happen</p> <p>Make simple comparisons between human and physical features of different places</p>	<p>Begin to collect and record evidence when analysing an area</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p> <p>To observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Collect and record evidence unaided (a variety of data - tallies, surveys, tables, graphs)</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales and describe what has happened, look at. temperature of various locations - influence on people/everyday life</p> <p>Continuing to use a range of methods to gather and explain information including sketch maps, plans and graphs, and digital technologies</p>	
<p>Using Direction/location</p>	<p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Use locational and directional language to describe the location of the features and routes on a map (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p>	<p>Follow directions (as yr 1 and inc'. NSEW)</p> <p>Use 4 compass points to follow/give directions</p> <p>Use letter/no. coordinates to locate features on a map</p>	<p>Use 4 compass points well and begin to use 8 compass points</p> <p>Use letter/no. coordinates to locate features on a map confidently</p> <p>Use 4 figure grid reference to locate places on a map/atlas</p>	<p>Use 8 compass points confidently and accurately</p> <p>Use 4 figure coordinates confidently to locate features on a map</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps</p>

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<p>Map Work</p> <p>Style of Map</p> <p>Using Maps</p> <p>Drawing Maps</p>	<p>Picture maps and globes</p> <p>Google Earth/maps</p> <p>Use a simple picture map to move around a small location e.g. the school</p> <p>Recognise that it is about a place</p> <p>Draw/create picture or object maps of imaginary places and from stories</p> <p>Use own symbols on imaginary maps</p>	<p>Find land/sea on globe</p> <p>Use teacher drawn base maps</p> <p>Use large scale OS maps</p> <p>Use an infant atlas</p> <p>Google Earth/maps</p> <p>Follow a simple route on a map</p> <p>Use a plan view</p> <p>Use an infant atlas to locate places including countries and capitals (UK)</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand the need for a key by looking at keys on maps and in atlases</p> <p>Use class agreed symbols to make a simple key</p>	<p>Use large and medium scale OS maps</p> <p>Use junior atlases</p> <p>Use map sites on internet</p> <p>Identify features on aerial/oblique photographs</p> <p>Google Earth/maps</p> <p>Locate places on larger scale maps e.g. map of Europe</p> <p>Follow a route on a map with some accuracy (e.g. introduce simple orienteering)</p> <p>Use a junior atlas including basic use of index to locate places</p> <p>Make a map of a short route experienced, with features in correct order</p> <p>Make a simple scale drawing or map with</p> <p>Know why a key is needed on map and to extend look at their own</p> <p>Begin to recognise symbols on an OS map</p>	<p>Use OS maps</p> <p>Confidently use an atlas</p> <p>Use a variety of maps to explore physical features e.g. topography, vegetation, coasts and explore human features e.g. population and habitation</p> <p>Google Earth/maps</p> <p>Compare maps with aerial photographs</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, mountain regions, weather patterns)</p> <p>Draw draw a variety of maps including thematic maps (temperature, topography) based on their own data and research</p> <p>Use/recognise OS map symbols</p> <p>Use atlas symbols</p>
<p>Communicating and presenting geographical findings</p>	<p>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc</p> <p>Express views about the environment and can recognise how people sometimes affect the environment</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where</p> <p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively (and that other people may think differently)</p> <p>Communicate geographical information through a range of methods including the use of ICT (including digital maps, plans, graphs and presentations)</p>	<p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively (and that other people may think differently)</p> <p>Communicate geographical information through a range of methods including the use of ICT (including digital maps, plans, graphs and presentations)</p>	<p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively (and that other people may think differently)</p> <p>Communicate geographical information through a range of methods including the use of ICT (including digital maps, plans, graphs and presentations)</p>	<p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events</p> <p>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length</p>