

Bullion Lane Primary School Progression of Skills in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<p>*Teacher led enquiries to ask and respond to simple closed questions.</p> <p>*Use information books/pictures as sources of information.</p> <p>*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?</p> <p>*Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information.</p> <p>*Investigate their surroundings.</p> <p>*Make appropriate observations about why things happen.</p> <p>*Make simple comparisons between features of different places.</p>	<p>*Begin to ask/initiate geographical questions.</p> <p>*Use non-fiction books, stories, atlases, pictures/photos and the internet as sources of information.</p> <p>*Investigate places and themes at more than one scale.</p> <p>*Begin to collect and record evidence.</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>*Ask and respond to questions and offer their own ideas.</p> <p>*Extend to satellite images, aerial photographs.</p> <p>*Investigate places and themes at more than one scale.</p> <p>*Collect and record evidence with some aid.</p> <p>*Analyse evidence and draw conclusions, e.g. make comparisons between locations photos/pictures/maps.</p>	<p>*Begin 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;</p> <p>*Collect and record evidence unaided.</p> <p>*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.</p> <p>*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>*Collect and record evidence unaided.</p> <p>*Analyse evidence and draw conclusions, e.g. from field work data on land use comparing land use/temperatures, look at patterns and explains reasons behind it.</p>

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Direction/location	*Follow directions (up/ down, left/right, forwards/backwards).	*Follow directions (as year 1 and including NSEW)	*Use 4 compass points to follow/give directions. *Use letter/numbered co-ordinates to locate features on a map.	*Use 4 compass points well. *Begin to use 8 compass points. *Use letter / numbered 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 figures co-ordinates confidently to locate features on a map. *Begin to use 6 figure grid references. *Use latitude and longitude on atlas maps.
Drawing Maps	*Draw pictures of 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 the 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 imaginary maps.	*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.	*Draw 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 pictures map to move around the school.	*Follow a route on a map. *Use a plan view.	*Locate places on larger scale maps, e.g. map of Europe.	*Locate places on large scale maps, e.g. find UK or India on the globe.	*Compare maps with aerial photographs.	*Follow a short route on an OS map.

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	*Recognise that a map is about a place.	*Use an age appropriate atlas to locate places.	*Follow a route on a map with some accuracy (e.g. whilst orienteering).	*Follow a route on a large scale map.	*Select a map for a specific purpose, e.g. pick an atlas to find Japan, use an OS map to find a local village. *Begin to use atlases to find out about other features of places (e.g. find the wettest part of the world).	*Locate places on a world map. *Use atlases to find out about other features of places, e.g. weather patterns, mountain regions.
Scale/Distance	*Use relative vocabulary (e.g. bigger/smaller, like/dislike)	*Begin to spatially match places (e.g. recognise the UK on a small scale and larger scale map).	*Begin to match boundaries (e.g. find same boundaries of a country on different scale maps).	*Begin to match boundaries (e.g. find the 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 view point.	*Draw a sketch map from a high view point.	*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 locations, seas.	*Begin to identify points on maps A, B and C.	*Begin to identify significant places and environments.	*Identify significant places and environments.	*Confidently identify significant places and environments.
Style of Map	*Picture maps and globes.	*Find land/sea on a globe. *Use teacher drawn base maps.	*Use large scale OS maps.	*Use large and medium scale OS maps. *Use junior atlases.	*Use the index and contents page within an atlas.	*Use OS maps. *Confidently use an atlas.

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		<ul style="list-style-type: none">*Use large scale OS maps.*Use age appropriate atlases.	<ul style="list-style-type: none">*Begin to use map sites on the internet.*Begin to use junior atlases.*Begin to identify features on aerial/oblique photographs.	<ul style="list-style-type: none">*Use map sites on the internet.*Identify features on aerial/oblique photographs.	<ul style="list-style-type: none">*Use medium scale land ranger OS maps.	<ul style="list-style-type: none">*Recognise a world map as a flattened globe.
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