

Progression in Geography

	Autumn	Geographical Enquiry	Direction/ Location	Map Skills	Scale/ Distance	Perspective
Y1		Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information Barnaby Bear travels around the world.	Follow directions (Up, down, left/right, forwards/backwards)	Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. Picture maps and globes		
Y2				Use an infant atlas to locate places. Find land/sea on globe. Use teacher drawn base maps	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	
Y3		Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information.		Know why a key is needed. Locate places on larger scale maps e.g. map of Europe. Begin to use junior atlases.		
Y4						
Y5				Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)		
Y6				Confidently identify significant places and environments Confidently use an atlas. Recognise world map as a flattened globe.		

Progression in Geography

	Spring	Geographical Enquiry	Direction/ Location	Map Skills	Scale/ Distance	Perspective
Y1						
Y2		Plotting the continents and oceans Compass directions and map reading (treasure maps) Weather patterns	Follow directions (as yr 1 and inc'. NSEW)	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph). Begin to understand the need for a key. Use class agreed symbols to make a simple key. Follow a route on a map. Use a plan view.		
Y3		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	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Know why a key is needed. Use standard symbols. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Begin to identify points on maps A,B and C Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases.	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to draw a sketch map from a high view point.
Y4		Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs	Use 4 compass points well. Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. Begin to identify significant places and environments. Use junior atlases. Use map sites on internet.		
Y5				Identify significant places and environments		
Y6		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		Locate places on a world map. Confidently identify significant places and environments Recognise world map as a flattened globe.	Use a scale to measure distances.	

Progression in Geography

Yellow	Blue	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	Grey	White	White	Grey
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Progression in Geography

Summer	Geographical Enquiry	Direction/ Location	Map Skills	Scale/ Distance	Perspective
Y 1	Investigate their surroundings. Make observations about where things are e.g. within school or local area.	Follow directions (Up, down, left/right, forwards/backwards)	Use a simple picture map to move around the school; Recognise that it is about a place.	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Draw around objects to make a plan.
Y 2	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.		Locate and name on UK map Use large scale OS maps. Use an infant atlas major features e.g. London, River Thames, home location, seas.		Look down on objects to make a plan view map.
Y 3	Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.		Follow a route on a map with some accuracy. (e.g. whilst orienteering) Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.		
Y 4	Ask and respond to questions and offer their own ideas. 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	Use 4 compass points well. Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Use large and medium scale OS maps. Identify features on aerial/oblique photographs.	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Draw a sketch map from a high view point.
Y 5	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	Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.	Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key; Use/recognise OS map symbols. 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) Identify significant places and environments	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)	Draw a plan view map with some accuracy.

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			Use index and contents page within atlases. Use medium scale land ranger OS maps.		
Y 6	<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/temperature, look at patterns and explain reasons behind it</p>	<p>Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>	<p>Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.</p> <p>Use/recognise OS map symbols; Use atlas symbols. Follow a short route on an OS map. Describe features shown on OS map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use OS maps. Confidently use an atlas.</p>	<p>Use a scale to measure distances.</p> <p>Draw/use maps and plans at a range of scales.</p>	<p>Draw a plan view map accurately.</p>