

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>Investigate their surroundings</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 NF books, stories, maps, pictures/photos and 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 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>Begin to collect and record evidence aided</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; contrasting and distant places</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/temperature, look at patterns and explain reasons behind it</p>
Communicating in different ways	<p>Writing - poetry, lists, expressing own views, letter. Expressing own views through speaking. Give simple reasons for likes and dislikes. Use simple geographical vocabulary.</p>	<p>Writing - poetry, lists, expressing own views, letter. Expressing own views through speaking. Give detailed reasons for likes and dislikes. <i>L2 - express views on the environment of a locality and recognise how people affect the environment. L2 - Begin to use appropriate geographical vocabulary.</i></p>	<p>Writing - poetry, newspaper, e-mail, letter Identify and explain different views of people including themselves. <i>L3 - They develop the use of appropriate vocabulary to communicate their findings</i></p> <p>Explore geographical issues through discussion or through drama using role play eg views on building new quarry</p>	<p>Writing - poetry, newspaper, e-mail, letter, charts, graphs Identify and explain different views of people including themselves. <i>L3 - They develop the use of appropriate vocabulary to communicate their findings</i></p> <p style="text-align: right;">→</p>	<p>Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays Identify and explain different views of people including themselves. <i>L4 - They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.</i></p> <p style="text-align: right;">→</p>	<p>Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays Give increased detail of views, give detailed reasons influencing views and how they are justified <i>L5 - They select info. and sources of evidence in their investigations and present their findings both graphically and in writing.</i></p> <p style="text-align: right;">→</p>
Fieldwork	<p>Any of: Field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements</p>	<p>Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements</p>	<p>Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements</p>	<p>Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements</p>	<p>Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements</p>	<p>Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements</p>
Map skills	<p>See maps progression sheet</p> <p style="text-align: right;">→</p>	→	→	→	→	→
Children working above average:						
Children working below average:						

Progression of fieldwork skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
QUESTIONNAIRES	Listen to an adult asking another child or adult about familiar environments or activities <i>E.g. About their home or holidays.</i>	Ask a familiar person prepared questions <i>E.g. 'What do you like best about our playground?'</i> . Use a pro-forma and put ticks in boxes.	Gain confidence in speaking to an unfamiliar person. Records some of what they found out <i>E.g. talking to a builder about where materials come from.</i> Use a simple database to present findings.	Suggest questions to ask as part of an investigation. Use appropriate geographical vocabulary. Record the main points shortly after <i>E.g. Asks questions to a policeman about road safety issues in a town.</i> Use a database to present findings.	Prepare questions for an interview. Use appropriate language. Ask questions that are responsive to the interviewee's views. Make brief notes during an interview to help them make a clear record of the main points. Use a database to interrogate and amend information collected.	Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected.
FIELD SKETCHING	Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches.	Draw an outline of simple features they observe. Add colour, texture and detail to prepared field sketches. Join labels to correct features.	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	Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate their sketch with descriptive and explanatory labels. Add title, location and direction to sketch.	Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation.	Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.
PHOTOGRAPHY	Recognise a photo taken by a teacher as a record of what they have seen.	Use a camera in the field with help to record what they have seen. Label the photo with help.	Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location.	Suggest how photos provide useful evidence for their investigations. Use a camera independently. Locate a photo on a map. Annotate the photo.	Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations.	Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.
VIDEO/AUDIO RECORDING	Recognise a video/recording taken by a teacher as a record of what they have seen/heard.	Recognise the features/activities/sounds on a recording taken by the teacher. Operate, with help, recording equipment.	Point out useful views/sounds to record for their investigation. Watch/listen carefully to recordings and write what they find out.	Suggest what to record for their investigation. Commentate on the recording, describing and suggesting explanations of what they see.	Make a judgement about the best angle or viewpoint. Evaluate usefulness of their recordings. Use recordings for their investigations.	Begin to use editing techniques to make a presentation recording. Select recording from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.
MEASUREMENT	Use everyday language to describe features <i>E.g. bigger, smaller than.</i>	Use everyday non-standard units <i>E.g. hands for length.</i> Counts the number of. <i>E.g. children who come to school by car.</i>	Use everyday standard and non-standard units occasionally <i>E.g. A trundle wheel for metres.</i> Count up to 100 <i>E.g. for a traffic survey they cross number on a hundred square for each vehicle.</i> Begin to organise recordings.	Use easy to read instruments <i>E.g. rain gauge or metre tape.</i> Count and record different types at the same time using a tally <i>E.g. counting types of shops.</i> Organise results in a spreadsheet.	Select and use a range of measuring instruments in investigations. Design own census, pilot, with help, and evaluate it.	Select and use a range of measuring instruments in investigations. Design own census, pilot and evaluate it.

Progression in map skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Direction/Location	<p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Use simple compass directions (NSEW) and locational and directional language (for example near & far, left & right).</p>	<p>Follow directions (as yr 1 and inc'. NSEW)</p> <p>Use simple compass directions (NSEW) and locational and directional language (for example near & far, left & right), to describe the location of features and routes on a map.</p>	<p>Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.</p> <p>Use the 8 points of a compass to build their knowledge of the UK.</p>	<p>Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Use the 8 points of a compass to build their knowledge of the UK and the wider world.</p>	<p>Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.</p> <p>Use the 8 points of a compass, 4 figure grid references, symbols & key (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world.</p>	<p>Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Use the 8 points of a compass, 4 and 6 figure grid references, symbols & key (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world.</p>
Drawing maps	<p>Draw picture maps of imaginary places and from stories.</p> <p>Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise a simple map.</p>	<p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.</p>	<p>Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.</p>	<p>Begin to draw a variety of thematic maps based on their own data.</p>	<p>Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.</p>
Representation	<p>Use own symbols on imaginary map.</p>	<p>Begin to understand the need for a key. Use class agreed symbols to make a simple key.</p>	<p>Know why a key is needed. Use standard symbols.</p>	<p>Know why a key is needed. Begin to recognise symbols on an OS map.</p>	<p>Draw a sketch map using symbols and a key; Use/recognise OS map symbols.</p>	<p>Use/recognise OS map symbols; Use atlas symbols.</p>
Using maps	<p>Use a simple picture map to move around the school; Recognise that it is about a place.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Follow a route on a map. Use a plan view. Use an infant atlas to locate places.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>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)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Scale/Distance	<p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>	<p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>	<p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p>	<p>Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)</p>	<p>Use a scale to measure distances. Draw/use maps and plans at a range of scales.</p>
Perspective	<p>Draw around objects to make a plan.</p> <p>Use simple field work and observational skills to study the geography of their school and its grounds.</p>	<p>Look down on objects to make a plan view map.</p> <p>Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Begin to draw a sketch map from a high view point.</p> <p>Use field work 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>Draw a sketch map from a high view point.</p> <p>Use field work 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>Draw a plan view map with some accuracy.</p> <p>Use field work 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>Draw a plan view map accurately.</p> <p>Use field work 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>

Map knowledge	<p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Introduce the children to the worlds 7 continents and 5 oceans.</p> <p>Name and locate the 4 countries and capital cities of the UK and its surrounding seas.</p>	<p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p> <p>Name and locate the worlds 7 continents and 5 oceans.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p>	<p>Begin to identify points on maps A,B and C within the N.C document. (see www.nc.uk.net/nc/contents/geog.htm for maps)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the UK, geographical regions & their identifying human and physical characteristics, key topographical features, (including hills, mountains, coasts & rivers) and land use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle.</p>	<p>Begin to identify significant places and environments stated within KS2 N.C. (see www.nc.uk.net/nc/contents/geog.htm for maps)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the UK, geographical regions & their identifying human and physical characteristics, key topographical features, (including hills, mountains, coasts & rivers) and land use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle, the prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Identify significant places and environments as stated within KS2 N.C. (see www.nc.uk.net/nc/contents/geog.htm for maps)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the UK, geographical regions & their identifying human and physical characteristics, key topographical features, (including hills, mountains, coasts & rivers) and land use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle, the prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Confidently identify significant places and environments stated within KS2 N.C</p> <p>Begin to identify places and environments on maps within Ks 3 N.C. (see www.nc.uk.net/nc/contents/geog.htm for maps)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the UK, geographical regions & their identifying human and physical characteristics, key topographical features, (including hills, mountains, coasts & rivers) and land use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle, the prime/Greenwich Meridian and time zones (including day and night).</p>
Style of map	<p>Picture maps and globes</p> <p>World maps, atlases and globes.</p>	<p>Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas</p> <p>World maps, atlases and globes.</p>	<p>Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.</p> <p>World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.</p>	<p>Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p> <p>World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.</p>	<p>Use index and contents page within atlases. Use medium scale land ranger OS maps.</p> <p>World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.</p>	<p>Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.</p> <p>World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.</p>
Place Knowledge	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Hevingham/Marsham and Aylsham?).</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK a region in a European country, and a region within North and South America.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK a region in a European country, and a region within North and South America.</p>
Human and physical geography	<p>Identify seasonal and daily weather patterns in the UK.</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South pole.</p>				

	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop. 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
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