



East Ravendale CE Primary School - Geography Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	<ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment. 	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <ul style="list-style-type: none"> Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions: Where is it? What's it like? Use Non Fiction 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. 	<ul style="list-style-type: none"> Begin to ask geographical questions. Use Non-Fiction 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. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs 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 	<ul style="list-style-type: none"> 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. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. 	<ul style="list-style-type: none"> 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. 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.
Direction/Location	<ul style="list-style-type: none"> Follow simple directions. Name and locate different parts of the school and local community 	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards, North, East, South and West) 	<ul style="list-style-type: none"> Use 4 compass points to follow and give directions. Use letter and number coordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points with confidence. Begin to use 8 compass points. Use letter and number coordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> Use 8 compass points Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate feature on map. Begin to use 6 figure grid references, using latitude and longitude on atlas maps.
Drawing Maps	<ul style="list-style-type: none"> Draw and create their own maps using real objects, and/or pictures and symbols. 	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place (e.g. add details to a sketch map from an aerial photograph). 	<ul style="list-style-type: none"> Make a map of a short route which has been experienced with the features in the correct order. Make a simple scale drawing. 	<ul style="list-style-type: none"> Make a map of a short route which has been experienced with the features in the correct order. Make a simple scale drawing. 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	<ul style="list-style-type: none"> Look at signs and symbols on different types of maps for example in school and the local community. 	<ul style="list-style-type: none"> Use own symbols on imaginary maps. 	<ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key. 	<ul style="list-style-type: none"> To be able to explain why a key is needed. To use standard symbols. 	<ul style="list-style-type: none"> To be able to explain why a key is needed with confidence. Begin to be able to recognise symbols 	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key. 	<ul style="list-style-type: none"> Use and recognise ordnance survey map symbols. Use atlas symbols.

					on an Ordnance Survey map	<ul style="list-style-type: none"> ○ Use/recognise ordnance survey map symbols. 	
Using Maps	<ul style="list-style-type: none"> ○ Use a simple map with symbols to spot features in the school grounds or in the local community. 	<ul style="list-style-type: none"> ○ Use a simple picture map to move around the school. ○ Recognise that maps are about places 	<ul style="list-style-type: none"> ○ Follow a route on a map. ○ Use a plan view. ○ Use an Primary Atlas to locate. 	<ul style="list-style-type: none"> ○ Locate places on a larger scale map e.g. map of Europe. ○ Follow a route on a map with some accuracy (e.g. orienteering task) 	<ul style="list-style-type: none"> ○ Locate places on large scale maps (e.g. Find UK or India on a globe). ○ Follow a route on a large scale map. 	<ul style="list-style-type: none"> ○ Compare maps with aerial photographs. ○ Select a map for a specific purpose. ○ Begin to use atlases to find out features of other places. 	<ul style="list-style-type: none"> ○ Follow a short route on an Ordnance Survey. Describe features shown on a Ordnance Survey map. ○ Locate places on a world map. ○ Use atlases to find out about other features of places (e.g. mountain regions, weather patterns).
Scale/Distance	<ul style="list-style-type: none"> ○ Begin to use simple vocabulary (e.g. here, there, near, far) 	<ul style="list-style-type: none"> ○ Use relative vocabulary (e.g. smaller/bigger, like/dislike) 	<ul style="list-style-type: none"> ○ Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map). 	<ul style="list-style-type: none"> ○ Begin to find boundaries of countries and match them on a different scale map. 	<ul style="list-style-type: none"> ○ Begin to find boundaries of countries and match them on a different scale map. 	<ul style="list-style-type: none"> ○ Measure the distance of a straight line on a plan. ○ Find and recognise places on maps of different scales e.g. rivers. 	<ul style="list-style-type: none"> ○ Use a scale to measure distances. ○ Draw and use maps and plans at a range of scales.
Perspective	<ul style="list-style-type: none"> ○ Arouse awareness of features of the environment in the setting and immediate local area. 	<ul style="list-style-type: none"> ○ Draw around objects to make a plan. 	<ul style="list-style-type: none"> ○ Look down on objects to make a plan view map. 	<ul style="list-style-type: none"> ○ Begin to draw a map from a high view point. 	<ul style="list-style-type: none"> ○ Draw a map from a high view point. 	<ul style="list-style-type: none"> ○ Draw a plan view map with some accuracy. 	<ul style="list-style-type: none"> ○ Draw a plan view map accurately.
Map Knowledge	<ul style="list-style-type: none"> ○ Use a range of sources such as simple maps, photographs, magnifiers, and visiting local places. 	<ul style="list-style-type: none"> ○ Learn names of some places within/around the UK. (e.g. Home town, cities, countries e.g. Wales, France.) 	<ul style="list-style-type: none"> ○ Locate and name on UK map major features e.g. London, River Thames, home location, seas. 	<ul style="list-style-type: none"> ○ Identify points on maps. 	<ul style="list-style-type: none"> ○ Begin to identify significant places and environments. 	<ul style="list-style-type: none"> ○ Identify significant places and environments. 	<ul style="list-style-type: none"> ○ Confidently identify significant places and environments.
Style of Map	<ul style="list-style-type: none"> ○ Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps. 	<ul style="list-style-type: none"> ○ Picture maps and globes 	<ul style="list-style-type: none"> ○ Find land/sea on globe. ○ Use large scale Ordnance Survey Maps ○ Use a Primary Atlas 	<ul style="list-style-type: none"> ○ Use large scale ordnance survey maps. ○ Begin to use maps sites e.g. Digi maps ○ Begin to use KS2 Atlases ○ Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> ○ Use large and medium scale ordnance survey maps. ○ Use KS2 atlases ○ Use map sites e.g. Digi Maps ○ Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> ○ Use index and contents within atlases. ○ Use medium scaled land ranger ordnance survey maps. 	<ul style="list-style-type: none"> ○ Use ordnance survey maps. ○ Confidently use a KS2 atlas. ○ Recognise world map as a flattened globe.