

## Geography skills progress.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Topics</b>	<p>Covered within</p> <ul style="list-style-type: none"> <li>•Personal, Social and Emotional Development</li> <li>•Understanding the World</li> </ul>	<ul style="list-style-type: none"> <li>•Journeys</li> <li>•Houses and Homes</li> <li>•Comparative study</li> </ul>	<ul style="list-style-type: none"> <li>•Wyke Travels the World (Italy)</li> <li>•Contrasting non-European country (Kenya)</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>•Wyke Travels the World /Rainforests</li> <li>•Local Area Study/Map Skills</li> <li>•Region of UK beyond local area</li> </ul>	<ul style="list-style-type: none"> <li>•North America: Environmental regions</li> <li>•How do I impact on children and families far away?</li> <li>•Why different weather? Weather around the world/ The Water Cycle</li> <li>•Rivers</li> </ul>	<ul style="list-style-type: none"> <li>•European country study (France)</li> <li>•World map work relating to physical and human characteristics Local fieldwork</li> <li>•Natural resources and land use in the UK</li> <li>•World map work relating to physical and human characteristics</li> </ul>	<ul style="list-style-type: none"> <li>•Mountains, volcanoes and Earthquakes</li> <li>Coastlines</li> <li>•Map work skills: 4 and 6 figure grid references</li> <li>Symbols and keys</li> <li>•Environmental regions, key physical and human characteristics: (S. America)</li> </ul>
<b>SKILLS</b>							
<b>Geographical enquiry</b>	<ul style="list-style-type: none"> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Make simple observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher led enquiries, to ask and respond to simple questions.</li> <li>• Use information books/pictures as sources of information.</li> <li>• Investigate their surroundings</li> </ul>	<ul style="list-style-type: none"> <li>•Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>• Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>• Investigate their surroundings</li> <li>• Make appropriate observations about why things happen.</li> <li>• Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to ask/initiate geographical questions.</li> <li>• Use NF books, stories, atlases, pictures/photos and digital/computer mapping as sources of information.</li> <li>• Investigate places and themes at more than one scale</li> <li>• Begin to collect and record evidence</li> <li>• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures,</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond to questions and offer their own ideas.</li> <li>• Extend to satellite images, aerial photographs</li> <li>• Investigate places and themes at more than one scale</li> <li>• Collect and record evidence with some aid</li> <li>• Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul>	<p>Begin to suggest questions for investigating</p> <ul style="list-style-type: none"> <li>• Begin to use primary and secondary sources of evidence in their investigations.</li> <li>• Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>• Collect and record evidence unaided</li> <li>• 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</li> </ul>	<p>Suggest questions for investigating</p> <ul style="list-style-type: none"> <li>• Use primary and secondary sources of evidence in their investigations.</li> <li>• Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>• Collect and record evidence unaided</li> <li>• 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</li> </ul>

				temperatures in different locations.		influence on people/everyday life	
<b>Direction/ Location</b>		<ul style="list-style-type: none"> <li>Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions (as yr 1 and inc'. NSEW)</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points to follow/give directions:</li> <li>Use letter/no. co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points well:</li> <li>Begin to use 8 compass points;</li> <li>Use letter/no. co-ordinates to locate features on a map confidently</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points;</li> <li>Begin to use 4 figure coordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points confidently and accurately;</li> <li>Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> </ul>
<b>Drawing Maps</b>	<ul style="list-style-type: none"> <li>Draw picture maps of imaginary places and from stories</li> </ul>	<ul style="list-style-type: none"> <li>Draw picture maps of imaginary places and from stories.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul>	<ul style="list-style-type: none"> <li>Try to make a map of a short route experienced, with features in correct order</li> <li>Try to make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Make a map of a short route experienced, with features in correct order</li> <li>Make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw a variety of thematic maps based on their own data.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data.</li> <li>Begin to draw plans of increasing complexity.</li> </ul>
<b>Representation</b>	<ul style="list-style-type: none"> <li>Use own symbols on imaginary map.</li> </ul>	<ul style="list-style-type: none"> <li>Use own symbols on imaginary map.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the need for a key.</li> <li>Use class agreed symbols to make a simple key</li> </ul>	<ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Use standard symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Begin to recognise symbols on an OS map.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch map using symbols and a key;</li> <li>Use/recognise OS map symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Use/recognise OS map symbols;</li> <li>Use atlas symbols.</li> </ul>
<b>Using maps</b>		<ul style="list-style-type: none"> <li>Use a simple picture map to move around the school;</li> <li>Recognise that it is about a place.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a simple route on a map.</li> <li>Use a plan view.</li> <li>Use an infant atlas to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on larger scale maps e.g. map of Europe.</li> <li>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>Follow a route on a large scale map.</li> </ul>	<ul style="list-style-type: none"> <li>Compare maps with aerial photographs.</li> <li>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</li> <li>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> </ul>	<ul style="list-style-type: none"> <li>Follow a short route on an OS map. Describe features shown on OS map.</li> <li>Locate places on a world map.</li> <li>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> </ul>

<b>Scale /Distance</b>	<ul style="list-style-type: none"> <li>• Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative and comparative vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>• Measure straight line distance on a plan.</li> <li>• Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul>	<ul style="list-style-type: none"> <li>• Use a scale to measure distances. • Draw/use maps and plans at a range of scales.</li> </ul>
<b>Perspective</b>	<ul style="list-style-type: none"> <li>• Draw free hand objects to make a plan</li> </ul>	<ul style="list-style-type: none"> <li>• Draw around objects to make a plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Look down on objects to make a plan view map</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a plan view map with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a plan view map accurately.</li> </ul>
<b>Map knowledge</b>	<ul style="list-style-type: none"> <li>• Learn the name of the school and local area key features.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and name on UK map major features e.g. London, River Thames, home location, seas.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify points on maps A, B and C</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify significant places and environments</li> </ul>	<ul style="list-style-type: none"> <li>• Identify significant places and environments</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently identify significant places and environments</li> </ul>
<b>Style of map being used</b>	<ul style="list-style-type: none"> <li>• Picture maps and globes</li> </ul>	<ul style="list-style-type: none"> <li>• Picture maps and globes</li> </ul>	<ul style="list-style-type: none"> <li>• Find land/sea on globe.</li> <li>• Use teacher drawn base maps.</li> <li>• Use large scale OS maps.</li> <li>• Use digital/ computer mapping site or an infant atlas*.</li> </ul>	<ul style="list-style-type: none"> <li>• Use large scale OS maps.</li> <li>• Begin to use map sites on internet.</li> <li>• Begin to use digital/ computer mapping site or junior atlas*</li> <li>• Begin to identify features on aerial/oblique photographs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use large and medium scale OS maps.</li> <li>• Use digital/ computer mapping site or junior atlases*.</li> <li>• Use map sites on internet.</li> <li>• Identify features on aerial/oblique photographs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use index and contents page within atlases*.</li> <li>• Use medium scale land ranger OS maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Use OS maps.</li> <li>• Confidently use digital/ computer mapping site or an atlas*.</li> <li>• Recognise world map as a flattened globe.</li> </ul>

\*Atlases are to be used with caution. Be aware that they are often out of date very quickly. If using, check that the area you are studying are correct and/or explicitly teach the changes that have happened since publication. As many of our maps are old too the same caution needs to be applied here.