

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.</p> <p>Give simple reasons for likes and dislikes.</p> <p>Use simple geographical vocabulary.</p>	<p>Writing - poetry, lists, expressing own views, letter.</p> <p>Expressing own views through speaking.</p> <p>Give detailed reasons for likes and dislikes.</p> <p><i>L2 - express views on the environment of a locality and recognise how people affect the environment.</i></p> <p><i>L2 - Begin to use appropriate geographical vocabulary.</i></p>	<p>Writing - poetry, newspaper, e-mail, letter</p> <p>Identify and explain different views of people including themselves.</p> <p><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</p> <p>Identify and explain different views of people including themselves.</p> <p><i>L3 - They develop the use of appropriate vocabulary to communicate their findings</i></p>	<p>Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays</p> <p>Identify and explain different views of people including themselves.</p> <p><i>L4 - They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.</i></p>	<p>Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays</p> <p>Give increased detail of views, give detailed reasons influencing views and how they are justified</p> <p><i>L5 - They select info. and sources of evidence in their investigations and present their findings both graphically and in writing.</i></p>
Fieldwork	<p>Any of:</p> <ul style="list-style-type: none"> Field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements 	<p>Any of:</p> <ul style="list-style-type: none"> Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements 	<p>Any of:</p> <ul style="list-style-type: none"> Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements 	<p>Any of:</p> <ul style="list-style-type: none"> Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements 	<p>Any of:</p> <ul style="list-style-type: none"> Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements 	<p>Any of:</p> <ul style="list-style-type: none"> Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements

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.
FIELDSKETCHING	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	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. 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 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	Draw picture 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 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 map.	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 picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	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)	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)
Scale/Distance	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find 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 location, seas.	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)	Begin to identify significant places and environments stated within KS2 N.C. (see www.nc.uk.net/nc/contents/geog.htm for maps)	Identify significant places and environments as stated within KS2 N.C. (see www.nc.uk.net/nc/contents/geog.htm for maps)	Confidently identify significant places and environments stated within KS2 N.C Begin to identify places and environments on maps within Ks 3 N.C. (see www.nc.uk.net/nc/contents/geog.htm for maps)
Style of map	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	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.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.

