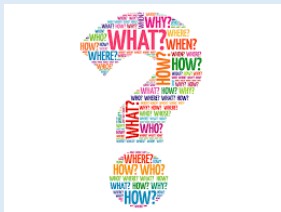
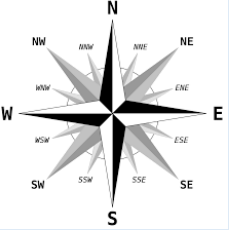

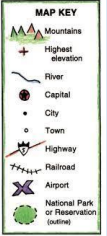

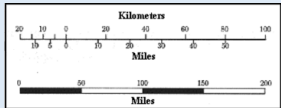


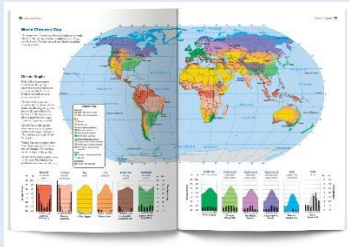


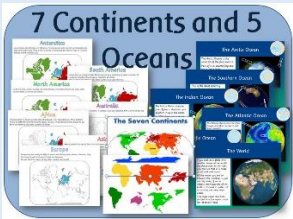


Skill Progression in Geography KS1 and KS2

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|---|--|--|--|
| | Local Study Paws Claws and Whiskers Moon Zoom | Local Study Land Ahoy! Towers tunnels and Turrets | Local Study Predator Through the Ages Volcanoes and Earthquakes | Local Study Misty Mountain and Windy River Traders and Raiders Blue Abyss | Local Study Rainforest Ancient Greeks | Local Study World War 2 Frozen Kingdom Africa |
| Geographical Enquiry  | Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings. Make observations about where things are e.g. within school or local area. | 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. | 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. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. | 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 | 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 | 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 |

| | | | | | | |
|--|--|---|--|---|--|---|
| <p>Direction</p>  | <p>Follow directions (Up, down, left/right, forwards/backwards)</p> | <p>Describe the location using NSEW</p> | <p>Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.</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 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.</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>Drawing Maps</p>  | <p>Draw picture maps of imaginary places and from stories.</p> | <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph – bin, bench Y6 hut etc.)</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> |
| <p>Representation</p>  | <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> |
| <p>Using maps</p>  | <p>Use a simple picture map to move around the school; Recognise that it is about a place.</p> | <p>Follow a route on a map. Use a plan view. Use an infant atlas to locate places.</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>Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.</p> | <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Compare maps with aerial photographs. Select a map for a specific purpose.</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</p> |

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|---|--|--|--|--|---|--|
| | | | | | | regions, weather patterns |
| <p>Scale / Distance</p>  | 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. | 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. | 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 |
| <p>Map Knowledge</p>  | 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 | Begin to identify significant places and environments | Identify significant places and environments | Confidently identify significant places and environments |
| <p>Style of Map</p>  | Use 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. |
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| | | | With a focus on United Kingdom and a region in a | With a focus on United Kingdom and a European country | With a focus on United Kingdom and South America | With a focus on United Kingdom, Polar regions and Africa |

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|---|---|---|--|---|---|---|
| | | | European country i.e. Italy | | | |
| <p>Locational Knowledge</p>  | <p>As a geographer: Can I name and locate the four countries making up the British Isles, with their capital cities? Can I name the surrounding seas of the United Kingdom? Can I talk about the main features of each of the four countries that make up the United Kingdom?</p> | <p>As a geographer: Can I locate and name the continents on a World Map? Can I locate and label the five oceans? Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</p> | <p>As a geographer: Can I locate and name the continents on a World Map? Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? Can I locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time? Can I name and locate some countries of Europe?</p> | <p>Can I explain my own views about locations, giving reasons? Can I name and locate counties and cities of the United Kingdom? Can I locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time? Can I name and locate the countries of Europe? Can I name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</p> | <p>Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time? Can I name and locate the countries of South and Central America? Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?</p> | <p>Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time? Can I name and locate the countries of Africa? Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?</p> |

