

St Margaret's CE Primary School

Progression of skills in Geography

	Geographical enquiry	Drawing maps and using maps	Map knowledge	Locational and positional knowledge
Year one	<ul style="list-style-type: none"> * Teacher led enquiries, to ask and respond to simple closed questions, and begin to ask their own questions when investigating their immediate environment *Make observations about where features are e.g. within school or local area. 	<ul style="list-style-type: none"> *Draw picture maps of imaginary places and from stories. *Recognise that a picture map is about a place *Find land and sea on globe. *Use a simple picture map to move around the school; 	<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"> * Follow directions - up, down, left/right, forwards/backwards
Year two	<ul style="list-style-type: none"> *Children encouraged to ask simple geographical questions when Investigating their surroundings: Where is it? What's it like? *Make appropriate observations about how features occur 	<ul style="list-style-type: none"> *Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) * Use an infant atlas to locate places. *Recognise that the globe represents different countries and seas *Follow a route on a map 	<ul style="list-style-type: none"> *Locate and name on UK map major features e.g. major cities and countries *Locate and name the seven continents and five oceans of the world 	<ul style="list-style-type: none"> *CONSOLIDATE: Follow directions - up, down, left/right, forwards/backwards • Follow directions NSEW
Year three	<ul style="list-style-type: none"> *Begin to ask/initiate geographical questions when investigating places *Begin to collect and record evidence 	<ul style="list-style-type: none"> *Try to make a map of a short route experienced, with features in correct order; *Try to make a simple scale drawing. Locate places on large scale maps e.g. map of Europe, using a Junior atlas * Follow a route on a map with some accuracy. (e.g. whilst orienteering) *Begin to use map sites on internet. *Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> *Locate and name some of the world's countries, considering their position in the world and their physical and human characteristics 	<ul style="list-style-type: none"> *CONSOLIDATE: Follow directions NSEW • Use 4 compass points to give directions • Use letter/number co-ordinates to locate features on a map
Year four	<ul style="list-style-type: none"> *Ask and respond to questions and offer their own ideas when investigating places *Collect and record evidence with some aid 	<ul style="list-style-type: none"> *Make a map of a short route experienced, with features in correct order *Make a simple scale drawing *Locate places on larger scale maps e.g. map of the world, using a Junior atlas * Follow a route on a large scale map *Use map sites on internet * Identify features on aerial photographs. 	<ul style="list-style-type: none"> *Locate and name an increasing number of countries, knowing about their position in relation to the equator and Northern and Southern hemispheres * Begin to identify significant places and environments 	<ul style="list-style-type: none"> CONSOLIDATE: Use 4 compass points to follow and give directions • Begin to use 8 compass points • Use letter/number co-ordinates to locate features on a map confidently
Year five	<ul style="list-style-type: none"> *Begin to suggest questions for investigating places with more emphasis on the larger scale, contrasting and distant places * Collect and record evidence unaided 	<ul style="list-style-type: none"> * Begin to draw a variety of thematic maps based on their own data *Begin to use atlases to find out about other features of places. (e.g. find wettest part of the continent) by using index and contents page within atlases. * Introduce a variety of maps and select a map for a specific purpose. * Compare maps with aerial photographs (Google Earth) 	<ul style="list-style-type: none"> *Locate and name an increasing number of countries, knowing about their position in relation to latitude, longitude, tropics of Cancer and Capricorn, Arctic and Antarctic circles (locating North America) *Compare and contrast two different continents (including North and South America), considering their time zones and characteristics 	<ul style="list-style-type: none"> CONSOLIDATE: Use 8 compass points • Begin to use 4 figure coordinates to locate features on a map
Year six	<ul style="list-style-type: none"> *Suggest questions for investigating places, contrasting and distant places *Collect and record evidence unaided 	<ul style="list-style-type: none"> * Draw a variety of thematic maps based on their own data * Begin to draw plans of increasing complexity (?) Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) by using index and contents page within atlases. * Follow a short route on an OS map. Describe features shown on OS map. * Recognise world map as a flattened globe. 	<ul style="list-style-type: none"> * Locate and name an increasing number of countries, knowing about their position in relation to latitude, longitude, tropics of Cancer and Capricorn, Arctic and Antarctic circles (Summer project) *Understand geographical similarities and differences through the study of human and physical geography of a region of the world 	<ul style="list-style-type: none"> * CONSOLIDATE: Use 8 compass points confidently and accurately • CONSOLIDATE: Use 4 figure coordinates confidently to locate features on a map. • Begin to use 6 figure grid references