**St John the Baptist RC Primary - Progression of Geographical Skills**

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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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 |
| Direction/ location | Follow directions (Up, down, left/right, forwards/backwards) | Follow directions (As Yr1 including 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. |
| Representat-ion | 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 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 | Begin to identify significant places and environments | Identify significant places and environments | Confidently identify significant places and environments |
| 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. |