Geography Progression

	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				☐ Use 4 compass points well:	☐ Use 8 compass points;	

	☐ 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.	☐ Begin to use 8 compass points; ☐ Use letter/no. co-ordinates to locate features on a map confidently.	☐ 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		☐ Follow a route on a map.	☐ Locate places on larger scale maps e.g. map of Europe.	☐ Locate places on large scale maps,		☐ Follow a short route on an OS map.

	☐ Use a simple picture map to move around the school; ☐ Recognise that it is about a place.	☐ Use a plan view. ☐ Use an infant atlas to locate places.	Follow a route on a map with some accuracy. (e.g. whilst orienteering)	(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)	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.

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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	☐ 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.