



# St Robert Southwell Catholic Primary School

*Aiming For Excellence - Being The Best We Can Be*

## Progression of skills in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical enquiry</b>	Teacher led enquiries, to ask and respond to simple closed questions Use info books/pictures as sources of info Investigate their surroundings Make observations about where things are eg 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 info 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, temperature 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
<b>Direction/Location</b>	Follow directions (up/down, left/right, forwards/backwards)	Follow directions (as yr 1 and 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
<b>Drawing Maps</b>	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
<b>Representation</b>	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
<b>Using maps</b>	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 photos 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 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)
<b>Scale/Distance</b>	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 country 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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*Following Jesus' footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.*



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Year	www	EBI
Y3		
Y4		
Y5		



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Y6