

Geography Skills Progression

Years: EYFS-Year 6

	EYFS	1	2	3	4	5	6
Locational and place knowledge	To know the name of the road and town the school is located in	Name and locate some places in their locality, the UK and wider world.	Name and locate significant places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	Name and locate an increasing range of places in the world including globally and topically significant features and events.	Name and locate an extensive range of places in the world including globally and topically significant features and events.
Human and physical geography	Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.	Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like.	Describe places and features using simple geographical vocabulary. Make observations about features that give places their character.	Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time.	Use geographical language to identify and explain some aspects of human and physical features and patterns Describe how features and places change and the links between people and environments.	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments.
Geographical Skills: Enquiry and Investigation	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.
Geographical Skills: Fieldwork	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places	Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of the school and local environment	Observe, record, and name geographical features in their local environments.	Observe, record, and explain physical and human features of the environment.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
Mapping							
Direction/Location	Follow simple directions.	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.	☑ 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 coordinates 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 and create their own maps using real objects, and/or pictures and symbols.	☑ 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	Look at signs and symbols on different types of maps for example in school, and the local community.	☑ 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	Begin to make comments when looking at aerial views of the school setting, recognising buildings, open space, roads and other simple features. Use a simple map with symbols to spot features in the school grounds or in the local community.	☑ 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. nearer/further)	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
Style of map	Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.	☑ 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