

Leftwich Community Primary School

Progression of skills in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;"><u>Geographical Enquiry</u></p> <p style="text-align: center;">(Builds on questions from previous years)</p>	<p>Teacher led enquiries, to ask and respond to simple geographical questions e.g. what is it like to live in this place?</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings.</p> <p>Make observations e.g. about where things are within school or local area/ about seasonal and daily weather.</p> <p>Express own views about a place, people, environment.</p> <p>Communicate and record in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings.</p> <p>Observe and record in different ways e.g. writing, sketches, diagrams, charts, ICT</p> <p>Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences.</p> <p>Make simple comparisons between features of different places.</p> <p>Communicate in different ways – pictures, writing, charts.</p>	<p>Begin to ask/initiate geographical questions e.g. Where is this location? What do you think about it?</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in</p>	<p>Ask and respond to questions and offer their own ideas. E.g. What is this landscape like? What will it be like in the future?</p> <p>Extend to satellite images, aerial photographs.</p> <p>Investigate places and themes with more emphasis on contrasting and distant places in the world.</p> <p>Collect and record evidence with some aid. E.g. show questionnaire results in simple chart, colour coded maps which demonstrate patterns.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps.</p>	<p>Begin to suggest questions for Investigating: What is this landscape like? How has it changed? What made it change? How is it changing?</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided. Conduct a land use survey- categorise codes.</p> <p>Analyse evidence and draw conclusions e.g. compare land use maps of varying scales. Make comparisons between locations using photos/pictures/maps. e.g. temperature of various locations- maps.</p>	<p>In Year 6 geography is taught through science and English.</p>

			<p>different locations, population.</p> <p>Identify and explain different views of people including themselves.</p> <p>Communicate in ways appropriate to task and audience creating a sense of place e.g. use questionnaires, charts, graphs to show results, write views to local paper.</p>	<p>Identify and explain different views of people including themselves.</p> <p>Communicate in ways appropriate to task and audience.</p>	<p>influence on people/everyday life.</p> <p>Identify and explain different views of people including themselves. Design and use questionnaires to obtain views of community on subject.</p> <p>Communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays showing levels of information e.g. old/ new.</p>	
<u>Using maps</u>	<p>Use a simple picture map to move around the school.</p> <p>Recognise that it is about a place.</p> <p>Explore maps and aerial photos of the local area.</p>	<p>Follow a route on a map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places.</p>	<p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p>	<p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map.</p>	<p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. pick atlas to find South America, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p>	
<u>Drawing maps</u>	<p>Make simple maps and plans of the school/classroom.</p> <p>Use simple symbols on a map/plan.</p>	<p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand</p>	<p>Make a map of a short route experienced, with features in correct order.</p> <p>Try to make a simple</p>	<p>Make a map of a short route experienced, with features in correct order.</p> <p>Make a simple scale</p>	<p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a</p>	

	<p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p>Draw round objects to make a plan.</p>	<p>the need for a key.</p> <p>Use class agreed symbols to make a simple key. a plan. Look down on objects to make a plan view map.</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>	<p>scale drawing.</p> <p>Know why a key is needed. Use standard symbols. Begin to draw a sketch map from a high viewpoint.</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>drawing.</p> <p>Know why a key is needed. Begin to recognise symbols on an OS map.</p> <p>Draw a sketch map from a high view point.</p> <p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps)</p>	<p>key.</p> <p>Use/recognise OS map symbols.</p> <p>Draw a plan view map with some accuracy.</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales. (E.g. river Amazon)</p>	
<u>Direction/Location</u>	<p>Follow directions (Up, down, left/right, forwards/backwards)</p>	<p>Follow directions (as yr 1) and include N S W E</p>	<p>Use 4 compass points to follow/give directions.</p> <p>Use letter/no. co-ordinates to locate features on a map.</p>	<p>Use 4 compass points well.</p> <p>Begin to use 8 compass points.</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p>	<p>Use 8 compass points;</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>	
<u>Map Knowledge</u>	<p>Learn names of some places within/around the UK. E.g. Leftwich / Northwich, cities, countries e.g. London, England.</p>	<p>Locate and name 4 countries, capital cities and major features on UK map. E.g. Wales, London, River Thames</p> <p>Locate and name 7 continents and 5 oceans on a world map.</p>	<p>Begin to identify points on maps A, B and C</p>	<p>Begin to identify significant places and environments.</p>	<p>Identify significant places and environments.</p>	

<p><u>Style of map</u></p>	<p>Use picture maps, infant atlases and globes.</p> <p>Begin to use Google maps.</p>	<p>Find land and sea on globe/maps.</p> <p>Use teacher drawn base maps.</p> <p>Use large scale OS maps.</p> <p>Use an infant atlas.</p>	<p>Use large scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p>	<p>Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p>	<p>Use OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p> <p>Use index and contents page within atlases.</p>	
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