



Headlands Primary School: Progression of skills in Geography

Please note that Geographical language and an element of comparing and contrasting underpins this progression of skills and should therefore be planned throughout.

Strands	Reception	Year 1/2	Year 3/4	Year 5/6
<p>Use world maps, atlases, and globes.</p> <p>And digital/computer mapping (KS2)</p>	<ul style="list-style-type: none"> -Follow a simple route with support -allocate a simple feature or place on a map with support -Draw simple picture maps of real or imaginary places and from stories with support. -Use relative vocabulary (bigger, smaller, nearer, further, wider, narrower) -Understand some of the uses of a map -locate simple features and places with support 	<ul style="list-style-type: none"> -follow a route on a map -use a simple map to move around school -Draw picture maps of real or imaginary places and from stories. -devise a simple map -Confidently use relative vocabulary (bigger, smaller, nearer, further, wider, narrower) -find land/ sea on a globe -Use an infant atlas to locate places -Locate and name the UK's four countries, capitals and surrounding seas and Earth's seven continents and five oceans -understand the need for a key -Use a plan view -Begin to spatially match places (eg. Recognise UK on small and large scale maps) 	<ul style="list-style-type: none"> -Follow a route on a larger scale map whilst orienteering - Draw accurate maps using appropriate Ordnance Survey symbols and a key -Make a map of a short route experienced, with feature in the correct order. -make a simple scale drawing -locate places on larger scale maps (find on a globe) -Locate and describe various human and physical features using an index (countries and cities of the UK, countries of the world) -Begin to match boundaries (eg. Find some boundaries of countries in different scale maps) 	<ul style="list-style-type: none"> -Follow a short route on an OS map and describe the features whilst orienteering -Draw a variety of thematic maps based on their own data -Draw maps and plans at a different range of scales - Begin to draw plans of increasing complexity. -Locate places on a world map -Recognise/ find places on maps of different scales (eg the River Nile) -Use atlases to find out other features of places (eg mountains, weather patterns) -Measure straight line distance on a plan -Use scale to measure distance -Compare maps with Aerial photos -Select maps for specific purposes (OS to find local

				<p>village, atlas to find another country)</p> <ul style="list-style-type: none"> -recognise world map as a flattened globe -use an index and contents page within atlases
Style of maps	<ul style="list-style-type: none"> -picture maps and globes 	<ul style="list-style-type: none"> -picture maps and globes -teacher drawn base maps -large scale OS maps -infant atlas 	<ul style="list-style-type: none"> -large/ medium scale OS maps -internet based map sites -junior atlas 	<ul style="list-style-type: none"> -medium scale land ranger OS maps -atlas
Use compass directions	<ul style="list-style-type: none"> -begin to use locational and directional language (near, far, up, down, forwards, backwards, left and right) 	<ul style="list-style-type: none"> -Orientate a compass -use locational and directional language (near, far, up, down, forwards, backwards, left and right) to describe the location of features and routes on a map -use simple compass points (NESW) -use letters and number coordinates to locate features on a map. 	<p>To build knowledge the United Kingdom and wider world:</p> <ul style="list-style-type: none"> -Use the four points of a compass (N E S W) confidently to follow/ give directions and begin to use 8 compass points (N NE E SE S SW W NW) -use 4 figure grid references to locate features on a map. <p>Begin to use 4 figure grid References</p>	<p>To build knowledge the United Kingdom and wider world:</p> <ul style="list-style-type: none"> -Use the 8 compass points (N NE E SE S SW W NW) -Use 6 figure grid references to locate features on a map

Representation	-begin to talk about and draw representations of maps	-begin to understand the need for a key - On real or imaginary maps, construct basic symbols in a key both own and agreed.	To build knowledge the United Kingdom and wider world: -Know why a key is needed -begin to recognise symbols on an OS map -begin to use standard symbols	To build knowledge the United Kingdom and wider world: -use and recognise OS map symbols -draw a sketch map using symbols and a key -Use atlas symbols
Aerial photographs and plans	-draw around objects to make a plan view map -begin to recognise some basic human and physical features	-look down on objects and place them to complete a plan view map -recognise landmarks and basic human and physical features -Identify the UK, its countries and relevant continents on maps, atlases and globes.	-Draw a sketch map from a high view point -identify features on Aerial/ oblique photographs	-Draw a plan view map with some accuracy
Fieldwork and Observation	-Observe and discuss the human and physical features of the school and its grounds. -Use world maps, atlases and globes (see use world maps, atlases and globes section) -Use compasses (see use compass directions section)	-Study the human and physical features of the school, its grounds and surrounding environment. -Use world maps, atlases and globes (see use world maps, atlases and globes section) -Use compasses (see use compass directions section)	-Observe, measure and record the human and physical features in the local environment with support -Use world maps, atlases, globes and computer mapping (see use world maps, atlases and globes section)	-Confidently and independently observe, measure and record the human and physical features in the local environment -Use world maps, atlases, globes and computer mapping (see use world maps, atlases and globes section)

	-Use Aerial photographs and plans (see Aerial photographs and plans section)	-Use Aerial photographs and plans (see Aerial photographs and plans section)	-Use compasses (see use compass directions section) Incorporate the skills of sketch maps, plans and graphs and digital technology throughout	-Use compasses (see use compass directions section) Incorporate the skills of sketch maps, plans and graphs and digital technology throughout
Geographical enquiry	-Use information books/pictures/ photos and the internet as sources of information. -investigate their surroundings -Make observations about where things are (within their school area) and why things happen -make simple comparisons between features of different places	-Ask and respond to simple closed questions -Use information books/pictures/ photos and the internet as sources of information. -investigate their surroundings -Make observations about where things are (within their school area) and why things happen -make simple comparisons between features of different places	-Begin to ask/initiate and respond to geographical questions and offer their own ideas -Use information books/pictures/ photos/ atlases, the internet, satellite images and aerial photos 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 eg. make comparisons between two locations using photos/ pictures, temperatures in different locations and maps.	-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 eg. Compare historical maps of varying scales and field work data eg. Temperature of various locations/ land use- influence on people/ everyday life. Look for patterns and explain the reasons behind it