



# Leigh and Bransford Primary School



## Progression of Skills

### Geography

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> <li>❖ Children to talk about similarities and difference in relation to places.</li> <li>❖ Children can talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>❖ Use information books/pictures as sources of information.</li> <li>❖ Investigate their surroundings.</li> <li>❖ Make observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Children encouraged to ask simple geographical questions: where is it? What's it like?</li> <li>❖ Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>❖ Investigate their surroundings.</li> <li>❖ Make appropriate observations about why things happen.</li> <li>❖ Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Begin to ask/initiate geographical questions.</li> <li>❖ Use NF books, stories, atlases, pictures/photographs and internet as sources of information.</li> <li>❖ Investigate places and themes at more than one scales/</li> <li>❖ Begin to collect and record evidence.</li> <li>❖ Analyse evidence and begin to draw conclusions e.g. make comparisons between locations using photos/pictures/temperatures in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ask and respond to questions and offer their own ideas.</li> <li>❖ Extend to satellite images, aerial photographs.</li> <li>❖ Investigate places and themes at more than one scale.</li> <li>❖ Collect and record evidence with some aid.</li> <li>❖ Analyse evidence and draw conclusions e.g. - make comparisons between locations/photographs/pictures/maps.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Begin to suggest questions for investigating</li> <li>❖ Begin to use primary and secondary sources of evidence in their investigations.</li> <li>❖ Investigate places with more emphasis on the larger scale; contrasting and distant places.</li> <li>❖ Collect and record evidence unaided.</li> <li>❖ Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Suggest questions for investigating</li> <li>❖ Use primary and secondary sources of evidence in their investigations.</li> <li>❖ Investigate places with more emphasis on the larger scale; contrasting and distant places.</li> <li>❖ Collect and record evidence unaided.</li> <li>❖ 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.</li> </ul>

Direction/ Location	<ul style="list-style-type: none"> <li>❖ Children can understand basic prepositions - under, over, through, into, next to, up and down</li> </ul>	<ul style="list-style-type: none"> <li>❖ Follow directions (up, down, left, right, forwards, backwards.)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Follow directions (up, down, left, right, forwards, backwards, north, south, east, west)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use 4 compass points to follow/give directions</li> <li>❖ Use letter/number co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use 4 compass points well.</li> <li>❖ Begin to use 8 compass points.</li> <li>❖ Use letter/number co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use 8 compass points.</li> <li>❖ Begin to use 4 figure co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use 8 compass points confidently and accurately</li> <li>❖ Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>❖ Begin to use 6 figure grid references, use latitude and longitude on atlas maps.</li> </ul>
Drawing Maps	<ul style="list-style-type: none"> <li>❖ Begin to draw and understand the purpose of picture maps of imaginary places and from stories</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw picture maps of imaginary places and from stories.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph.)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Try to make a map of a short route experienced, with features in correct order.</li> <li>❖ Try to make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Make a map of a short route experienced with features in correct order.</li> <li>❖ Make a simple scaled drawing.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use field work to observe measure and record physical features on maps and plans.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw a variety of thematic maps based on their own data.</li> <li>❖ Begin to draw plans of increasing complexity.</li> </ul>
Representation	<ul style="list-style-type: none"> <li>❖ N/A</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use own symbols on imaginary map.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Begin to understand the need for a key.</li> <li>❖ Use class agreed symbols to make a simple key</li> </ul>	<ul style="list-style-type: none"> <li>❖ Know why a key is needed.</li> <li>❖ Use standard symbols.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Know why a key is needed.</li> <li>❖ Begin to recognise symbols on an OS map.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw a sketch map using symbols and a key.</li> <li>❖ Use/recognise OS map symbols.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use/recognise OS map symbols</li> <li>❖ Use atlas symbols.</li> </ul>
Using Maps	<ul style="list-style-type: none"> <li>❖ N/A</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use a simple picture map to move around the school:</li> <li>❖ Recognise that it is about place.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Follow a route on a map</li> <li>❖ Use a plan view</li> <li>❖ Use and infant atlas to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy (e.g. whilst orienteering.)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Locate places on large scale maps (e.g. find UK or India on globe)</li> <li>❖ Follow a route on a large scale map.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Compare maps with aerial photographs.</li> <li>❖ Select a map for specific purpose. (E.g. pick atlas to find Taiwan, OS map to find local village.)</li> <li>❖ Begin to use atlases to find out about other features of places. (E.g. find the wettest part of the world.)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Follow a short route on an OS map, describe features shown on an OS map.</li> <li>❖ Locate places on a world map.</li> <li>❖ Use atlases to find out about other features of places (e.g. mountain regions, weather patterns.)</li> </ul>

Scale/Distance	❖ N/A	❖ Use relative vocabulary (e.g. bigger/smaller, like/dislike.)	❖ Begin to specifically match places (e.g. recognise UK on a small scale and larger scale map)	❖ Begin to match some boundaries (e.g. find same boundary of a country on different scale maps.)	❖ Find/recognise places on maps or different scales (e.g. river Nile )	❖ Measure straight line distance on a plan.	❖ Use a scale to measure distances ❖ Draw/use maps and plans at a range of scales.
Perspective	❖ N/A	❖ 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	❖ N/A	❖ Learn names of some places within/around the UK - e.g.: home town, cities and surrounding seas.	❖ Locate and name on UK map major features e.g. London, River Thames, home location, seas. ❖ Locate the world seven continents and five oceans.	❖ 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	❖ N/A	❖ Picture mops and globes	❖ Find land/sea on the 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 the internet. ❖ Identify features on aerial/oblique photographs.	❖ Use index and contents page within atlases. Use medium scale and ranger OS maps.	❖ Use OS maps ❖ Confidently use an atlas. ❖ Recognise the world map as a flattened globe.