



St Patrick's RC Primary School Progression of Geography Key Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> * Teacher led enquiries, to ask and respond to simple closed questions. * Use information books/pictures as sources of information. * Investigate their surroundings * Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> * 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 information. * Investigate their surroundings * Make appropriate observations about why things happen. * Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> * 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, temperatures in different locations. 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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
Direction/ Location	<ul style="list-style-type: none"> * Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> * Follow directions (as yr 1 and inc'. NSEW) 	<ul style="list-style-type: none"> * Use 4 compass points to follow/give directions: * Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> * Use 4 compass points well: * Begin to use 8 compass points; * Use letter/no. co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> * Use 8 compass points; * Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> * 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 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	* 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	* 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. 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 county 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.
Perspective	* 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	* Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	* Locate and name on UK map major features e.g. London, River Thames, home location, seas.	* 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	* 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.