

Oldswinford CE Primary School

Geography Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	Respond to teacher-led questions (i.e. What is the weather like?) Investigate surroundings	Ask simple questions (i.e. Where is it? What is it like?) Make simple comparisons between different places.	Begin to ask/initiate own geographical questions. Investigate the main features and themes of locations at a basic level. Make comparisons between places based on several sources of the same type Make simple conclusions about locations based on evidence/sources	Offer own ideas to geographical questions. Investigate features and themes of locations in-depth. Make comparisons between places based on different types of sources (i.e. photos, drawings and maps) Draw conclusions about locations based on evidence/sources	Begin to suggest questions for investigating and justify. Investigate features and themes of locations in-depth Compare and contrast sources about locations and comment on which ones are useful, giving reasons Draw in-depth conclusions about locations based on evidence/sources	Suggest questions for investigating and methods to go about doing so. Investigate features and themes of locations in-depth at both micro and macro levels; know which is the most useful for the enquiry being studied Analyse sources for patterns and anomalies and explain why they could be there Compare and contrast sources and determine how conclusions were arrived at Consider ways of checking the accuracy of conclusions Understand how different evidence will lead to different conclusions
Using Maps	Use world maps, atlases and globes to identify the United Kingdom and its Countries Recognise the points of a compass Use aerial photographs to recognise landmarks and basic human and physical features	Use world maps, atlases and globes to identify the countries, continents and oceans studied With support, use simple compass directions (N, E, S, W) to describe the location of features and routes on a map Use aerial photographs to plan perspectives	Use maps, atlases and globes to interpret basic information and draw simple conclusions about the area being studied (i.e. tree distribution in the Amazon Rainforest in 1950 and modern day) Use N, E, S, W confidently to build knowledge of the United Kingdom and the wider world	Use maps and atlases to fully study the UK and find routes across the UK Use maps to find out about South Africa and Amazon rainforests identifying physical features. Use research to find out about human features of the area. Use the 8 points of a compass to build knowledge of the United Kingdom and the wider World	Use maps, atlases, globes and digital/computer mapping to interpret information and draw conclusions about the features of the area being studied Use 4-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world	Choose and use the most appropriate type of map with precision to locate and understand the location being studied. Use maps to analyse distribution and relationships Use 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Constructing Maps	Recognise that a map represents a place Draw picture maps Make a map of a short, familiar route Use own symbols Use relative vocabulary (i.e. bigger/ smaller/ near/ far)	Add detail to a map from aerial photographs Understand boundaries on a map Understand the need for a key Have a spatial awareness on maps (i.e. 'A' is closer to 'B' than 'C' is)	Construct maps of areas of the world (i.e. parts of continents) with some spatial awareness of sizes and boundaries of some countries	Make a map of a longer UK-based route, with clear spatial awareness and boundaries (i.e. counties, cities and motorways) Use some common standard symbols	Construct maps of small- and large-scale areas with accuracy in size, space, shape and location Use standard symbols Using sources or own data, begin to draw thematic maps Recognise and comment on a map's scale (i.e. how useful it is)	Measure straight line distance (i.e. on Google Maps) Use straight line distance to create an appropriate scale on their map (i.e. 1cm = 100m)
Field work	Make observations about where things are. Express what they can see. Use comparison.	Make observations about why things happen. Express what they can see, what is different and why this might be.	Make observations and talk about these. Begin to collect and record evidence (such as drawing and photographs) with guidance, to support observations.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Collect and record evidence	Collect and record evidence in a variety of ways (i.e. writing, sketches, maps, graphs)	Collect and record evidence in a variety of ways (i.e. writing, sketches, graphs)