



Tatsfield Primary School – Geography Skills Progression

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and Fieldwork	Fieldwork	Teacher led enquiries, to ask and respond to simple closed questions.	Children encouraged asking simple geographical questions; Where is it? What's it like?	Begin to ask/initiate geographical questions.	Ask and respond to questions and offer their own ideas.	Begin to suggest questions for investigating	Suggest questions for investigating
		Use information books/pictures as sources of information.	Use books, stories, maps, pictures/photos and internet as sources of information.	Use books, stories, atlases, pictures/photos and internet as sources of information.	Extend to satellite images, aerial photographs	Begin to use primary and secondary sources of evidence in their investigations.	Use primary and secondary sources of evidence in their investigations.
		Make observations about where things are e.g. within school or local area.	Make appropriate observations about why things happen.	Investigate places and themes at more than one scale	Investigate places and themes at more than one scale	Investigate places with more emphasis on the larger scale; contrasting and distant places	Investigate places with more emphasis on the larger scale; contrasting and distant places
		Carry out a small survey of the local area/school	Make simple comparisons between features of different places.	Begin to collect and record evidence	Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	Collect and record evidence unaided	Collect and record evidence unaided
		Use a pro-forma to collect data e.g tally survey	Use basic observational skills	Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.	Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction	Analyse evidence and draw conclusions e.g. temperature of various locations - influence on people/everyday life	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
		Add labels onto sketch map, map or photograph of features	Draw simple features	Record findings from fieldtrips	Select views to photograph	Select appropriate methods for data collection such as interviews	Use graphs to display data collected
		Use a camera in the field to help to record what is seen	Ask and respond to basic geographical questions	Use appropriate terminology	Add titles and labels giving date and location information	Use sketches as evidence in an investigation.	Evaluate the quality of evidence collected and suggest improvements
			Ask a familiar person prepared questions		Consider how photos provide useful evidence	Evaluate their sketch against set criteria and improve it	Use sketches as evidence in an investigation.
			Use a pro-forma to collect data e.g. tally survey		Use a camera independently	Make a judgement about the best angle or viewpoint when taking an image or completing a sketch	Select field sketching from a variety of techniques
			Add labels onto a sketch map, map or photograph of features		Locate position of a photo on a map	Use photographic evidence in their investigations	Annotate sketches to describe and explain geographical processes and patterns
	Recognise a photo or a video as a record of what has been seen or heard			Evaluate the usefulness of the images			

<p>Map work</p>	<p><i>Using maps</i></p> <p>Use a simple picture map to move around the school</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p><i>Map knowledge</i></p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p><i>Making maps</i></p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>Use photographs and maps to identify feature</p>	<p><i>Using maps</i></p> <p>Follow a route on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><i>Map knowledge</i></p> <p>Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p><i>Making maps</i></p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use and construct basic symbols in a key</p>	<p><i>Using maps</i></p> <p>Follow a route on a map with some accuracy</p> <p>Locate places using a range of maps including OS & digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p><i>Map knowledge</i></p> <p>Locate the UK on a variety of different scale maps</p> <p>Name & locate the counties and cities of the UK</p> <p><i>Making maps</i></p> <p>Create a simple scale drawing</p> <p>Use standard symbols, and understand the importance of a key</p>	<p><i>Using maps</i></p> <p>Follow a route on a large scale map</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p><i>Map knowledge</i></p> <p>Locate Europe on a large scale map or globe</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities</p> <p><i>Making maps</i></p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>Draw a sketch map from a high viewpoint</p>	<p><i>Using maps</i></p> <p>Compare maps with aerial photographs</p> <p>Select a map for a specific purpose</p> <p>Begin to use atlases to find out other information (e.g. temperature)</p> <p>Find and recognise places on maps of different scales</p> <p><i>Map knowledge</i></p> <p>Identify the position and significance of lines of longitude & latitude</p> <p><i>Making maps</i></p> <p>Draw a sketch map using symbols and a key</p> <p>Use and recognise OS map symbols regularly</p>	<p><i>Using maps</i></p> <p>Follow a short route on a OS map</p> <p>Describe the features shown on an OS map</p> <p>Use atlases to find out data about other places</p> <p><i>Map knowledge</i></p> <p>Locate the world's countries, focus on North & South America yet including the areas studied throughout the Key Stages</p> <p><i>Making maps</i></p> <p>Draw plans of increasing complexity</p> <p>Begin to use and recognise atlas symbols</p>
<p>Compass work</p>	<p>Follow directions (Up, down, left/right, forwards/backwards, near/far)</p>	<p>Follow directions (as Y 1 and NSEW)</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: 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 co-ordinates to locate features on a map.</p>	<p>Use 8 compass points confidently and accurately;</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>