

Burghfield St. Mary's Geography Skills Progression Map

EYFS Early Learning Goals

ELG: People, Culture and Communities. Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World. Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Pupils should develop knowledge about the world, the United Kingdom and their locality.

They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

National Curriculum Expectations

Purpose

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Key Stage 1 National Curriculum Expectations

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2 National Curriculum Expectations

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

	KS1	LKS2	UKS2
Geographical Enquiry	Y1 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 Y2 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.	Y3 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. Y4 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.	Y5 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. Y6 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	Y1 Follow directions (Up, down, left/right, forwards/backwards). Y2 Follow directions (as yr 1 and include NSEW).	Y3 Use 4 compass points to follow/give directions. Use letter/no. coordinates to locate features on a map. Y4 Use 4 compass points well. Begin to use 8 compass points. Use letter/no. coordinates to locate features on a map confidently.	Y5 Use 8 compass points. Begin to use 4-figure coordinates to locate features on a map. Y6 Use 8 compass points confidently and accurately. Use 4-figure coordinates confidently to locate features on a map. Begin to use 6-figure grid refs, use latitude and longitude on atlas maps.

Drawing Maps	Y1 Draw picture maps of imaginary places and from stories. Y2 Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph).	Y3 Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing. Y4 Make a map of a short route experienced, with features in correct order Make a simple scale drawing.	Y5 Begin to draw a variety of thematic maps based on their own data. Y6 Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	Y1 Use own symbols on imaginary map. Y2 Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Y3 Know why a key is needed. Use standard symbols Y4 Know why a key is needed. Begin to recognise symbols on an OS map.	Y5 Draw a sketch map using symbols and a key. Use/recognise OS map symbols. Y6 Use/recognise OS map symbols. Use atlas symbols.
Using Maps	Y1 Use a simple picture map to move around the school. Recognise that it is about a place. Y2 Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Y3 Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy (e.g. whilst orienteering). Y4 Locate places on large scale maps (e.g. Find UK or India on globe). Follow a route on a large-scale map.	Y5 Compare maps with aerial photographs. Select a map for a specific purpose (e.g. choose 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). Y6 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	Y1 Use relative vocabulary (e.g. bigger/smaller, like/dislike). Y2 Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).	Y3 Begin to match boundaries (e.g. find same boundary of a country on different scale maps). Y4 Begin to match boundaries (E.g. find same boundary of a county on different scale maps).	Y5 Measure straight line distance on a plan. Find places on maps of different scales (e.g. river Nile) Y6 Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective	Y1 Draw around objects to make a plan Y2 Look down on objects to make a plan view map.	Y3 Begin to draw a sketch map from a high viewpoint Y4 Draw a sketch map from a high viewpoint.	Y5 Draw a plan view map with some accuracy. Y6 Draw a plan view map accurately.
Map Knowledge	Y1 Learn names of some places within/around the UK e.g. Hometown, cities, countries e.g. Wales, France. Y2 Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Y3 Begin to identify points on maps A, B and C. Y4 Begin to identify significant places and environments.	Y5 identify significant places and environments. Y6 Confidently identify significant places and environments.
Style of Map	Y1 Picture maps and globes. Y2 Find land/sea on globe. Use teacher drawn base maps. Use large-scale OS maps. Use an infant atlas	Y3 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. Y4 Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Y5 Use index and contents page within atlases. Use medium scale land ranger OS maps. Y6 Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.