

### Geography Progress of Skills at Trewidland

Skill	Y1	Y2	Y3	Y4	Y5	Y6
<b>Geography enquiry</b>	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"> <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/photos and internet as sources of information.</li> <li>• Investigate places and themes at more than one scale</li> <li>• Begin to collect and record evidence</li> <li>• Analyse evidence and begin to draw conclusions e.g. make comparisons between two 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 photos/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</li> </ul>
<b>Direction/location</b>	<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 (as yr 1 and inc'. NSEW)</li> </ul>	<ul style="list-style-type: none"> <li>• Use 4 compass points to follow/give directions:</li> <li>• Use letter/no. 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/no. co-ordinates to locate features on a map confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• Use 8 compass points;</li> <li>• Begin to use 4 figure coordinates 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 refs; use latitude and longitude on atlas maps.</li> </ul>
<b>Drawing maps</b>	<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 scale drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to draw a variety of thematic maps based on their own data.</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>

<b>Representation</b>	<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>	<p>Draw a sketch map using symbols and a key;</p> <ul style="list-style-type: none"> <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>
<b>Using maps</b>	<ul style="list-style-type: none"> <li>• Use a simple picture map to move around the school;</li> <li>• Recognise that it is about a place.</li> </ul>	<p>Follow a route on a map.</p> <ul style="list-style-type: none"> <li>• Use a plan view.</li> <li>• Use an infant atlas to locate places</li> </ul>	<p>Follow a route on a map.</p> <ul style="list-style-type: none"> <li>• Use a plan view.</li> <li>• Use an infant atlas to locate places</li> </ul>	<p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <ul style="list-style-type: none"> <li>• Follow a route on a large scale map.</li> </ul>	<p>Compare maps with aerial photographs.</p> <ul style="list-style-type: none"> <li>• Select a map for a 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 wettest part of the world)</li> </ul>	<p>Follow a short route on an OS map. Describe features shown on OS map.</p> <ul style="list-style-type: none"> <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>
<b>Scale distance</b>	<p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>	<p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>	<p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p>	<p>Measure straight line distance on a plan.</p> <ul style="list-style-type: none"> <li>• Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul>	<ul style="list-style-type: none"> <li>• Use a scale to measure distances.</li> <li>• Draw/use maps and plans at a range of scales.</li> </ul>
<b>Perspective</b>	<p>Draw around objects to make a plan.</p>	<p>Look down on objects to make a plan view map.</p>	<p>Begin to draw a sketch map from a high view point.</p>	<p>Draw a sketch map from a high view point.</p>	<p>Draw a plan view map with some accuracy.</p>	<p>Draw a plan view map accurately.</p>
<b>Map knowledge</b>	<ul style="list-style-type: none"> <li>• Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</li> </ul>	<p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p>	<p>Begin to identify points on maps A,B and C</p>	<p>Begin to identify significant places and environments</p>	<p>Identify significant places and environments</p>	<p>Confidently identify significant places and environments</p>
<b>Style of map</b>	<ul style="list-style-type: none"> <li>• name pictures, maps and globes</li> </ul>	<p>Find land/sea on globe.</p> <ul style="list-style-type: none"> <li>• Use teacher drawn base maps.</li> <li>• Use large scale OS maps.</li> <li>• Use an infant atlas</li> </ul>	<ul style="list-style-type: none"> <li>• Use large scale OS maps.</li> <li>• Begin to use map sites on internet.</li> <li>• Begin to use junior atlases.</li> <li>• Begin to identify features on aerial/oblique photographs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use large and medium scale OS maps.</li> <li>• Use junior atlases.</li> <li>• Use map sites on internet</li> <li>• Identify features on aerial/oblique photographs</li> </ul>	<p>Use index and contents page within atlases.</p> <ul style="list-style-type: none"> <li>• Use medium scale land ranger OS maps.</li> </ul>	<p>Use OS maps.</p> <ul style="list-style-type: none"> <li>• Confidently use an atlas.</li> <li>• Recognise world map as a flattened globe.</li> </ul>