

Geography — Skills Progression Ladder

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A Geographer will be able to ...	<p>An EYFS geographer will know about similarities and differences in relation to places.</p> <p>They will be able to talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>A Year 1 geographer will be able to name the 7 continents and UK countries, name some famous landmarks in UK and compare how the UK is the same or different to another country. They will be able to use their observational skills to draw a simple map, identifying the human and physical features. They talk about the different types of weather in different countries.</p>	<p>A Year 2 Geographer will be able to name the 7 continents and UK countries, name some famous landmarks in UK and compare how UK is the same or different to another country. They will be able to discuss the different climate zones. They will be able to sort human and physical features found in a particular region. They will be able to understand how globes and maps represent the world and create their own.</p>	<p>A Year 3 geographer will have a comprehensive understanding of counties, specifically in the county of Lincolnshire. They will have a knowledge of Europe and its countries and begin to locate some physical features. They will be able to explain the effect humans can have on our environment. They can carry out fieldwork using maps and four figure grid points.</p>	<p>A Year 4 geographer will know where Europe is and be able to name several its countries and significant physical features such as oceans, seas, rivers, and mountain regions. They will be able to use an atlas to locate continents, countries, and the physical features with confidence. They will know how a river changes from source to sea because of geographical processes.</p>	<p>A Year 5 geographer will be aware of the cities/states and varied human and physical features across the Asia and South America whilst being able to compare them with the UK. They will have used maps and read information from them and be able to plot their own maps using a variety of symbols. They will be able to use fieldwork to explore the different agriculture types across the UK and. A Year 5 geographer will be able to use four and six figure grid references and understand how contour lines are used.</p>	<p>A Year 6 geographer will be able to use a wide vocabulary of geographical terms to explain their understanding of countries around the world, making comparisons of many features including climate, population and lifestyles. They will be able to explain how the physical features of a country impact on land use and industry. They will be able to comment on the impact of humans on the environment.</p>
Geographical Enquiry	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs.</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</p>	<p>Begin to suggest questions for investigating.</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</p>	<p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>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.</p>
Direction and Location	<p>Name and locate different parts of the local community.</p> <p>Follow simple directions.</p>	<p>Name and locate some places in their locality, the UK and wider world.</p> <p>Follow directions (Up, down, left/right, forwards/backwards).</p>	<p>Name and locate significant places in their locality, the UK and wider world.</p> <p>Follow directions (as yr 1 and inc'. NSEW).</p>	<p>Name and locate a wider range of places in their locality, the UK and wider world.</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>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</p> <p>Use 4 compass points well</p> <p>Begin to use 8 compass points</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p>	<p>Name and locate an increasing range of places in the world including globally and topically significant features and events.</p> <p>Use 8 compass points</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p>	<p>Name and locate an extensive range of places in the world including globally and topically significant features and events.</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>

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Using maps	Use a simple map with symbols to spot features in the school grounds or in the local community.	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 / Perspective		Use relative vocabulary (e.g. bigger/smaller, like/dislike) Draw around objects to make a plan.	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Look down on objects to make a plan view map.	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) Begin to draw a sketch map from a high view point.	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) Draw a sketch map from a high view point.	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) Draw a plan view map with some accuracy	Use a scale to measure distances. Draw/use maps and plans at a range of scales. Draw a plan view map accurately.
Representation	Look at signs and symbols on different types of maps for example in school, and the local community.	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.
Style of Map	Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.	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.
Drawing Maps	Draw and create their own maps using real objects, and/or pictures and symbols.	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.
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.