

# Progression of Geography Skills



## Geographical Skills

Key Stage	EYFS		KS1		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational and Place Knowledge</b>	<ul style="list-style-type: none"> <li>Name and locate different parts of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate different parts of the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate some place in their locality, the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate significant places in their locality, the UK and wider world.</li> <li>Identify where they are on a map/</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate a wider range of places in their locality the UK and wider world.</li> <li>Identify where they are on a map and globe.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate an increasing range of places in the world including globally and topically significant features and events.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate an extensive range of places in the world including globally and topically significant features and events.</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>Use the local area for exploring both the built and natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use the local area for exploring both the built and natural environment.</li> <li>Express their opinions on natural and built environments.</li> </ul>	<ul style="list-style-type: none"> <li>Describe some places and features using basic geographical knowledge.</li> <li>Express their views on some features of their environment e.g. what they do or do not like.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Farm Visits</li> <li>Enrichment walks around the local area</li> <li>Campfire Evening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describe places and features using simple geographical vocabulary.</li> <li>Make observations about features that give places their character.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Farm Visits</li> <li>Campfire Evening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>Make observations about places and features that change over time.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use geographical language to identify and explain some aspects of human and physical features and patterns.</li> <li>Describe how features and places change and links between people and environments.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</li> <li>Demonstrate understanding of how and why some features or places are similar or different and how or why they change.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</li> <li>Explain some links and interactions between people, places and environments.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </li> </ul>
<b>Geographical Skills: Enquiry and Investigation</b>	<ul style="list-style-type: none"> <li>Understand key vocabulary for where they live and the natural world i.e. home, house, school, world, earth, universe.</li> <li>Have an understanding for living things and the environment.</li> <li>Understand the key components about being kind to the environment and caring for living things around them.</li> </ul>	<ul style="list-style-type: none"> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Show care and concern for the living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher led enquires, to ask and respond to simple closed questions.</li> <li>Use information books/pictures as sources of information.</li> <li>Investigate their surroundings.</li> <li>Make observations about where things are e.g. within school or local area.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Campfire Evening</li> <li>Farm Visits</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Children are encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use non-fiction 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> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Farm Visits</li> <li>Campfire Evening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions.</li> <li>Use non-fiction books, stories, maps, 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> <li>Young Explorers Programme</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 conclusion e.g. make comparisons between locations, photos/pictures and maps.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </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> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </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 explain reasons behind it.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </li> </ul>

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					Programme - <i>Castleton</i>			
<b>Geographical Skills: Fieldwork</b>	<ul style="list-style-type: none"> <li>Understand the seasons of the year and the different weathers.</li> <li>Understand the local environment in and around the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the environment by talking to people. Examining photographs, simple maps and visiting local places.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe daily weather patterns.</li> <li>Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Campfire Evening</i></li> <li>- <i>Farm Visits</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns.</li> <li>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Campfire Evening</i></li> <li>- <i>Farm Visits</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Observe, record and name geographical features in their local environments.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Castleton</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Observe, record and explain physical and human features of the environment.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Castleton</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Observe, measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs and digital technologies.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Castleton</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Castleton</i></li> </ul> </li> </ul>
<b>Geographical Skills: Communicate Geographical Information</b>	<ul style="list-style-type: none"> <li>Arouse awareness of features of the environment in the setting an immediate local area e.g. make visits to shops and parks.</li> </ul>	<ul style="list-style-type: none"> <li>Arouse awareness of features of the environment in the setting an immediate local area e.g. make visits to shops and parks.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and other images to talk about everyday life e.g. where they live, journey to school etc...</li> <li>Draw, speak or write about simple geographical concepts such as what they can see and where.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Campfire Evening</i></li> <li>- <i>Farm Visits</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Express views about the environment and can recognise how people sometimes affect the environment.</li> <li>Create their own simple maps and symbols.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Campfire Evening</i></li> <li>- <i>Farm Visits</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</li> <li>Communicate geographical information through a range of methods including the use of ICT.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Castleton</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Express their opinions on environmental issues and recognise that other people may think differently.</li> <li>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Castleton</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</li> <li>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Castleton</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</li> <li>Communicate geographical information using a wide range of methods including writing at increasing length.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Castleton</i></li> </ul> </li> </ul>
<i>Mapping</i>								
<b>Direction and Location</b>	<ul style="list-style-type: none"> <li>Know the vocabulary up, down, forwards backwards, side to side through rhyme and song.</li> <li>Go on nature trails and follow the leader/direction games to help grasp direction vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Follow simple directions.</li> <li>Continue following leader/direction games with a more responsive approach to directional vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions (Up, down, left, right, forwards, backwards).</li> <li>Continue following leader/direction games with a more responsive approach to directional vocabulary.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Campfire Evening</i></li> <li>- <i>Farm Visits</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Follow directions as Y1 and include NSEW.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Campfire Evening</i></li> <li>- <i>Farm Visits</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points to follow/give directions.</li> <li>Use letter/number co-ordinates to locate features on a map.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Castleton</i></li> </ul> </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/number co-ordinates to locate features on a map confidently.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Castleton</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points.</li> <li>Begin to use 4 figure co-ordinates to locate features on a map.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Castleton</i></li> </ul> </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 references using latitude and longitude on atlas maps.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>- <i>Castleton</i></li> </ul> </li> </ul>

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<b>Drawing Maps</b>	<ul style="list-style-type: none"> <li>Locate different maps using treasure maps from books and images in the playground.</li> </ul>	<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 and create their own maps using real objects, and/or pictures and symbols.</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 photographs).</li> </ul>	<ul style="list-style-type: none"> <li>Try to make a map of a short route experienced, with features in a 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>Look at different signs around the playground.</li> <li>Locate different orienteering signs to help understand how it can signpost to destinations.</li> </ul>	<ul style="list-style-type: none"> <li>Look at signs and symbols on different types of maps for examples in school and the local community.</li> </ul>	<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 standards 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 (Ordnance Survey) map</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch map using symbols and a key.</li> <li>Use and recognise OS (Ordnance Survey) map symbols.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use and recognise OS (Ordnance Survey) map symbols.</li> <li>Use atlas symbols.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </li> </ul>
<b>Using Maps</b>	<ul style="list-style-type: none"> <li>Treasure hunts on simple maps within the playground.</li> </ul>	<ul style="list-style-type: none"> <li>Use a simple map symbols to spot features in the school grounds or in the local community.</li> </ul>	<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> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Campfire</li> <li>Evening</li> <li>Farm Visits</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Follow a route on a map.</li> <li>Use a plan view.</li> <li>Use an infant atlas to locate places.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Campfire</li> <li>Evening</li> <li>Farm Visits</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Locate places on larger scale maps e.g. map of Europe.</li> <li>Follow a route on a map with some accuracy e.g. whilst orienteering.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. find UK or India on a globe)</li> <li>Follow a route on a large-scale map.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Compare maps with aerial photographs.</li> <li>Select a map for a specific purpose, e.g. pick an atlas to find Taiwan or OS map to find a local village.</li> <li>Begin to use atlases to find out about other features of places, e.g. find the wettest part of the world.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Follow a short route on an OS map and describe the features shown on the OS map.</li> <li>Locate place on a world map.</li> <li>Use atlases to find out about other features of places e.g. mountain regions, weather patterns.</li> <li>Young Explorers Programme                             <ul style="list-style-type: none"> <li>Castleton</li> </ul> </li> </ul>
<b>Scale/Distance</b>	<ul style="list-style-type: none"> <li>Play games to allow for scale using vocabulary of bigger, smaller, like, dislike.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to introduce vocabulary for like, dislike, bigger and smaller.</li> </ul>	<ul style="list-style-type: none"> <li>Use relative vocabulary (e.g. bigger/smaller, like/dislike).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to match boundaries (e.g. find some boundary of a country on different scale maps).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to match boundaries (e.g. find some boundary of a county on different scale maps).</li> </ul>	<ul style="list-style-type: none"> <li>Measure straight line distance on a plan.</li> <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 and use maps and plans at a range of scales.</li> </ul>
<b>Perspective</b>	<ul style="list-style-type: none"> <li>Identify target objects and understand how to group them into subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Scavenger hunt on collecting subject specific objects.</li> </ul>	<ul style="list-style-type: none"> <li>Draw around objects to make a plan.</li> </ul>	<ul style="list-style-type: none"> <li>Lock down on objects to make a plan view map.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a plan view map with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a plan view map with accuracy.</li> </ul>
<b>Map Knowledge</b>	<ul style="list-style-type: none"> <li>Identify names of items within the classroom and playground.</li> </ul>	<ul style="list-style-type: none"> <li>Identify names of places within their home and school which would be familiar to them.</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify points on a maps A, B and C.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify significant places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Identify significant places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Confidentially identify significant places and environments.</li> </ul>
<b>Style of Map</b>	<ul style="list-style-type: none"> <li>Electronic Globes and Maps</li> <li>Maps of the Classroom/School, Local Town, Park, Zoo, Museum etc...</li> <li>Story Maps</li> </ul>	<ul style="list-style-type: none"> <li>Electronic Globes and Maps</li> <li>Maps of the Classroom/School, Local Town, Park, Zoo, Museum etc...</li> <li>Story Maps</li> <li>Real Maps</li> </ul>	<ul style="list-style-type: none"> <li>Picture Maps</li> <li>Globes</li> </ul>	<ul style="list-style-type: none"> <li>Find land/sea on globe.</li> <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>	<ul style="list-style-type: none"> <li>Use index and contents page within atlases.</li> <li>Use medium scale land range OS maps.</li> </ul>	<ul style="list-style-type: none"> <li>Use OS maps.</li> <li>Confidently use an atlas.</li> <li>Recognise world map as flattened globe.</li> </ul>

