

## Rockwell Green Church of England Primary School Geography Skills progression



### Geographical enquiry skills progression

FS	<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>• Talk about some of the things they have observed in the surrounding environment, such as plants, animals, natural and found objects.</li> <li>• Talk about why things happen and how things work.</li> <li>• Develop an understanding of growth, decay and changes over time.</li> <li>• Show care and concern for living things and the environment.</li> </ul>
Year 1/ 2	<ul style="list-style-type: none"> <li>• To ask and respond to simple questions. (Where is it located??)</li> <li>• Use information books/pictures as sources of information.</li> <li>• Investigate their surroundings and identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• Use non-fiction books, stories, maps, pictures/photos and internet as sources of information.</li> <li>• Investigate and observe the human and physical features of the school and local surroundings, making observations about where things are by drawing sketches, taking photographs, comparing changes over time</li> <li>• Make simple comparisons between features of different places. I.e. studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. What is the same/ different?</li> </ul>
Year 3/4	<ul style="list-style-type: none"> <li>• Begin to ask/initiate geographical questions to discover human and geographical characteristics (Where is it located? Why is it there? What is the significance of the location? What is it like there? )</li> <li>• Use non-fiction 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 ask geographical questions and collect and record evidence to begin to draw a conclusion e.g. make comparisons between two locations using photos/ pictures/maps/ temperatures and climates in different locations.</li> </ul>
Year 5/6	<ul style="list-style-type: none"> <li>• Begin to ask questions for investigating human and geographical characteristics of a place • Where is it located? • Why is it there? • What are the consequences of its being there? How do humans affect/ interact with the environment? How do regions change?</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>• Answer geographical question by collecting, recording and presenting 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>• Use, analyse and interpret a range of sources of geographical information maps, satellite images, aerial photographs, diagrams, globes, Geographical Information Systems (GIS)</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> </ul>

Direction/Location	
<b>FS</b>	<ul style="list-style-type: none"> <li>• Follow directions (up, down, left/right, forwards and backwards).</li> <li>• Use everyday language to talk about distance and relative positions (behind, next to) in the local environment</li> </ul>
<b>Year 1/2</b>	<ul style="list-style-type: none"> <li>• Follow/ give directions (up, down, left/right, forwards and backwards).</li> <li>• Follow directions by using simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</li> </ul>
<b>Year 3/4</b>	<ul style="list-style-type: none"> <li>• Recognise and use 8 compass points to follow/give directions physically or on a simple map (North, South, East and West, North-East, South-East, South-West and North-West)</li> <li>• Use letter/number coordinates to locate features on a map and understand ( by teacher modelling) that 6 figure Grid References are more accurate than 4</li> </ul>
<b>Year 5/6</b>	<ul style="list-style-type: none"> <li>• Use letter/number coordinates to locate features/ places on a map confidently.</li> <li>• Use 8 compass points confidently and accurately.</li> <li>• Use 4 figure coordinates confidently to locate features on a map.</li> <li>• Begin to use 6 figure grid refs; use latitude and longitude</li> </ul>

Drawing maps	
<b>FS</b>	<ul style="list-style-type: none"> <li>• Make attempts to draw simple features in their familiar environment and imaginary places</li> <li>• Identify a map</li> <li>• Make attempts at drawing a map of a familiar or imaginary place</li> </ul>
<b>Year 1/2</b>	<ul style="list-style-type: none"> <li>• Begin to understand the need for a key on a map</li> <li>• Use class agreed symbols to make a simple key to complement a map.</li> <li>• Draw a map of a real or imaginary place. (E.g. add detail to a sketch map from aerial photograph, add own symbols in key).</li> </ul>
<b>Year 3/4</b>	<ul style="list-style-type: none"> <li>• Know why a key is needed.</li> <li>• Begin to recognise symbols on an OS map and add a range of annotation labels and text to explain features and places.</li> <li>• Begin to make a map of a short route experienced, or within a fictional story, with features in correct order, including a title and a key with standard symbols.</li> <li>• Begin to make a simple scale drawing.</li> </ul>
<b>Year 5/6</b>	<ul style="list-style-type: none"> <li>• Make a map of a short route experienced, with features in correct order, including a title and a key with standard OS symbols.</li> <li>• Draw a variety of thematic maps based on their own data or knowledge of a local spaces from field work or aerial photographs i.e. School grounds, Basins, The monument and surrounding features</li> <li>• Create maps from descriptions of places – real or fictional i.e. a treasure island/ Wellington Park including, title, key with standard OS symbols.</li> </ul>

## Using maps

<b>FS</b>	<ul style="list-style-type: none"> <li>• Talk about where we live and look at local area using digital maps and street view</li> <li>• Talk about the world and recognise the globe/ simple world map as a map of all the countries in the world.</li> </ul>		
<b>Year 1/2</b>	<ul style="list-style-type: none"> <li>• Use a simple picture map to move around the school.</li> <li>• Recognise maps show a particular area of a place</li> <li>• Use aerial photographs to recognise landmarks and basic human and physical features such as railways, roads and rivers.</li> <li>• Follow a route on a map.</li> <li>• Use a plan view.</li> <li>• Use a globe and / or an infant atlas to locate places such as the world's seven continents and five oceans and counties within this stage.</li> <li>• Name, locate and identify characteristics (e.g. London, River Thames, home location, seas) of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Use the 'zoom in' tool to identify/ investigate an area in more detail on a digital map (with support)</li> </ul>		
<b>Work confidently with:</b>	<b>Have experience of:</b>	<b>Introduce:</b>	<b>Context:</b>
<ul style="list-style-type: none"> <li>• Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500)</li> <li>• Aerial photographs</li> <li>• Games with maps and globes.</li> </ul>	<ul style="list-style-type: none"> <li>• a range of different maps for example, tourist brochure, paper maps, storybook maps,</li> <li>• Ordnance Survey digital maps at different scales,</li> <li>• Globes and atlases.</li> </ul>	<ul style="list-style-type: none"> <li>• simple grids,</li> <li>• four cardinal points,</li> <li>• basic digital mapping tools,</li> <li>• zoom function of digital maps.</li> </ul>	<ul style="list-style-type: none"> <li>• focus on the local scale - home, school, neighbourhood, everyday lives (their own and others), work in the school grounds.</li> <li>• Global scale – world maps, globes and through story.</li> </ul>
<b>Year 3/4</b>	<ul style="list-style-type: none"> <li>• Recognise different types of map- OS, Atlas, digital mapping and understand that maps are flat representations of the physical world.</li> <li>• Recognise and identify symbols on OS maps i.e. railway, footpath, parking, church etc.</li> <li>• Locate places on larger scale maps e.g. map of Europe.</li> <li>• Follow a route on a map with some accuracy.</li> <li>• Name and locate the counties and cities of the United Kingdom (particularly the SW), regions and their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers, railways, roads and landmarks) and contour lines</li> <li>• Identify the position and significance of latitude and the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>• Identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</li> <li>• Identify places globally which share similar climates and be able to explain why this occurs</li> <li>• Use large scale maps/ atlas to identify the world's main rivers, mountains, volcanoes and tectonic plates</li> <li>• Use the zoom function to locate and explore places (at different scales)</li> <li>• Use grid references/ postcodes to search places using internet research engines</li> <li>• Find places/ features within a given radius of a point such as RGS</li> </ul>		
<b>Work confidently with:</b>	<b>Have experience of:</b>	<b>Introduce:</b>	<b>Context:</b>
<ul style="list-style-type: none"> <li>• Large scale street maps and large-scale Ordnance Survey maps (1:1250, 1:2500),</li> <li>• aerial photographs,</li> <li>• oblique and bird's eye views,</li> <li>• games with maps and globes,</li> <li>• Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, • 4-figure coordinates.</li> </ul>	<ul style="list-style-type: none"> <li>• a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales,</li> <li>• 6-figure coordinates.</li> </ul>	<ul style="list-style-type: none"> <li>• what 6-figure Grid References mean,</li> <li>• 8 cardinal points,</li> <li>• Greater independence in using digital mapping tools.</li> </ul>	<p>A range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.</p>

<b>Year 5/6</b>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>• Compare maps with aerial photographs.</li> <li>• Select a map for a specific purpose.</li> <li>• Begin to use atlases to find out about other features of places (e.g. find wettest part of the world, identify and locate biomes and vegetation belts)</li> <li>• Follow a short route on an OS 1:50 000 map (i.e. to Wellington monument) and describe/ interpret relief features.</li> <li>• Use atlases to find out about topographical features of places. (E.g. mountain regions, coasts, weather patterns) and land-use patterns and understand how some of these aspects have changed over time.</li> <li>• Use and recognise OS map symbols.</li> <li>• Use atlas symbols to read maps</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>		
<b>Work confidently with:</b> Large scale street maps and large-scale Ordnance Survey maps (1:1250, 1:2500); aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000, 1:50 000 4 and 6-figure coordinates.	<b>Have experience:</b> Of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.	<b>Introduce:</b> 6 figure Grid References and how to use them	<b>Context:</b> a range of places at different scales and with different themes, fieldwork in the wider and distant locality

<b>Perspective, distance and scale</b>	
<b>FS</b>	<ul style="list-style-type: none"> <li>• Observe play equipment from above- a bird's eye view i.e. a train set, a toy farm</li> <li>• Identify when pictures/ photos in books are taken from a bird's eye view</li> <li>• Create simple scale representation i.e. small circle- me/ my house/ my school, larger circle- RG, larger circle- Wellington, larger circle- Somerset, larger circle- England etc.</li> </ul>
<b>Year 1/2</b>	<ul style="list-style-type: none"> <li>• Use relative vocabulary (e.g. bigger/smaller)</li> <li>• Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).</li> <li>• Draw around objects to make a plan.</li> <li>• Look down on objects to make a plan view map (aerial).</li> </ul>
<b>Year 3/4</b>	<ul style="list-style-type: none"> <li>• Begin to draw a sketch map from a high view point.</li> <li>• Identify and sketch simple hills from contour lines</li> <li>• Relate measurement on maps to outdoors (using paces or tape).</li> <li>• Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul>
<b>Year 5/6</b>	<ul style="list-style-type: none"> <li>• Use a range of viewpoints up to satellite.</li> <li>• Use models and maps to talk about contours and slope.</li> <li>• Understand and use a scale bar to work out/ measure distance between points.</li> <li>• Find/recognise places on maps of different scales.</li> <li>• Draw/use maps and plans at a range of scales</li> <li>• Identify and measure- using approximate scale distances from point to point- such as the distribution of natural resources including energy, food, minerals and water globally/ locally (Carbon footprint)</li> </ul>

Style of map	
FS	<ul style="list-style-type: none"> <li>• Begin to identify features on simple photograph (Ariel) map or drawn maps of the classroom/ school environment/ fictional place (The woods where LRRH and Grandma live)</li> <li>• Identify key features of local environment using street view and satellite mapping tools with adult modelling and support</li> </ul>
Year 1/2	<ul style="list-style-type: none"> <li>• Recognise and use picture maps and globes.</li> <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>
Year 3/4	<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>
Year 5/6	<ul style="list-style-type: none"> <li>• Use large and medium scale OS maps. .</li> <li>• Identify features on aerial/oblique photographs.</li> <li>• Use topographical maps to identify the changing elevation in landforms, and compare over time (e.g. changing coasts, local building, road alterations)</li> <li>• Confidently use an atlas index and grid reference points to locate a country, city etc.</li> <li>• Recognise world map as a flattened globe.</li> <li>• Use digital mapping tools to locate places and geographical features such as satellite view, street view etc.</li> </ul>

**Link to NC 2014 Geography:**

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