

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

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					Programme - <i>Castleton</i>			
Geographical Skills: Fieldwork	<ul style="list-style-type: none"> Understand the seasons of the year and the different weathers. Understand the local environment in and around the school grounds. 	<ul style="list-style-type: none"> Find out about the environment by talking to people. Examining photographs, simple maps and visiting local places. 	<ul style="list-style-type: none"> Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds. Young Explorers Programme <ul style="list-style-type: none"> - <i>Campfire Evening</i> - <i>Farm Visits</i> 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment. Young Explorers Programme <ul style="list-style-type: none"> - <i>Campfire Evening</i> - <i>Farm Visits</i> 	<ul style="list-style-type: none"> Observe, record and name geographical features in their local environments. Young Explorers Programme <ul style="list-style-type: none"> - <i>Castleton</i> 	<ul style="list-style-type: none"> Observe, record and explain physical and human features of the environment. Young Explorers Programme <ul style="list-style-type: none"> - <i>Castleton</i> 	<ul style="list-style-type: none"> Observe, measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs and digital technologies. Young Explorers Programme <ul style="list-style-type: none"> - <i>Castleton</i> 	<ul style="list-style-type: none"> Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. Young Explorers Programme <ul style="list-style-type: none"> - <i>Castleton</i>
Geographical Skills: Communicate Geographical Information	<ul style="list-style-type: none"> Arouse awareness of features of the environment in the setting an immediate local area e.g. make visits to shops and parks. 	<ul style="list-style-type: none"> Arouse awareness of features of the environment in the setting an immediate local area e.g. make visits to shops and parks. 	<ul style="list-style-type: none"> Use maps and other images to talk about everyday life e.g. where they live, journey to school etc... Draw, speak or write about simple geographical concepts such as what they can see and where. Young Explorers Programme <ul style="list-style-type: none"> - <i>Campfire Evening</i> - <i>Farm Visits</i> 	<ul style="list-style-type: none"> Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols. Young Explorers Programme <ul style="list-style-type: none"> - <i>Campfire Evening</i> - <i>Farm Visits</i> 	<ul style="list-style-type: none"> Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT. Young Explorers Programme <ul style="list-style-type: none"> - <i>Castleton</i> 	<ul style="list-style-type: none"> Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. Young Explorers Programme <ul style="list-style-type: none"> - <i>Castleton</i> 	<ul style="list-style-type: none"> Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. Young Explorers Programme <ul style="list-style-type: none"> - <i>Castleton</i> 	<ul style="list-style-type: none"> Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length. Young Explorers Programme <ul style="list-style-type: none"> - <i>Castleton</i>
<i>Mapping</i>								
Direction and Location	<ul style="list-style-type: none"> Know the vocabulary up, down, forwards backwards, side to side through rhyme and song. Go on nature trails and follow the leader/direction games to help grasp direction vocabulary. 	<ul style="list-style-type: none"> Follow simple directions. Continue following leader/direction games with a more responsive approach to directional vocabulary. 	<ul style="list-style-type: none"> Follow directions (Up, down, left, right, forwards, backwards). Continue following leader/direction games with a more responsive approach to directional vocabulary. Young Explorers Programme <ul style="list-style-type: none"> - <i>Campfire Evening</i> - <i>Farm Visits</i> 	<ul style="list-style-type: none"> Follow directions as Y1 and include NSEW. Young Explorers Programme <ul style="list-style-type: none"> - <i>Campfire Evening</i> - <i>Farm Visits</i> 	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions. Use letter/number co-ordinates to locate features on a map. Young Explorers Programme <ul style="list-style-type: none"> - <i>Castleton</i> 	<ul style="list-style-type: none"> Use 4 compass points well. Begin to use 8 compass points. Use letter/number co-ordinates to locate features on a map confidently. Young Explorers Programme <ul style="list-style-type: none"> - <i>Castleton</i> 	<ul style="list-style-type: none"> Use 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map. Young Explorers Programme <ul style="list-style-type: none"> - <i>Castleton</i> 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid references using latitude and longitude on atlas maps. Young Explorers Programme <ul style="list-style-type: none"> - <i>Castleton</i>

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

