



Whole-School Geography Progression Map

	EYFS	KS1		KS2			
	Playgroup Nursery Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GEOGRAPHICAL KNOWLEDGE							
Contextual world	<ul style="list-style-type: none"> - Make observations about their local environment e.g. park, school, home - Begin to compare features of different environments e.g. park compared to house 	<ul style="list-style-type: none"> - Have a simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. 		<ul style="list-style-type: none"> - Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. 		<ul style="list-style-type: none"> - Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. 	
Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over	<ul style="list-style-type: none"> - Uses simple vocabulary to talk about the weather e.g. cold, hot, wet, snow - Uses basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach - Beginning to notice the difference between hot and cold seasons e.g. hot, cold, sunny, cloudy - Uses basic geographical vocabulary such as house, school, shop, car park, cinema, cafe, airport, train station 	<ul style="list-style-type: none"> - Show understanding by describing the places and features studied using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. 		<ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the wider world by investigating places beyond immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. - Have become more adept at comparing places, and understand some reasons for similarities and differences. 		<ul style="list-style-type: none"> - Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. - Have some understanding about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. - Show some understanding of the links between places, people and environments. 	

MAP SKILLS

Direction / Location	<ul style="list-style-type: none"> -Follow one step positional instructions e.g. stand up, sit down -Follow positional instructions e.g. under the table, through the table, stand next to... 	<ul style="list-style-type: none"> - Follow directions (Up, down, left/right, forwards/back wards) 	<ul style="list-style-type: none"> - Follow directions (as year 1 and inc.'. NSEW) 	<ul style="list-style-type: none"> -Use 4 compass points to follow/give directions -Use letter and number co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> -Use 4 compass points well -Begin to use 8 compass points; -Use letter and number co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> -Use 8 compass points; -Begin to use 4 figure co-ordinates to locate features on a map. 	<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 refs; use latitude and longitude on atlas maps.
Drawing maps	<ul style="list-style-type: none"> -Begin to make marks to represent home -Begin to make marks to represent journeys e.g. in car play on car mats 	<ul style="list-style-type: none"> - Draw picture maps of imaginary places and from stories. 	<ul style="list-style-type: none"> - Draw a map of a real or imaginary place. (e.g.. add detail to a sketch map from a aerial photograph) 	<ul style="list-style-type: none"> - Try to make a map of a short route experienced, with features in 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 inc.reasing complexity.

Representation	- Begin to make marks to represent buildings, trees roads	- 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
Using maps	- Showing an interest in maps e.g. look at atlases, road maps, treasure maps Use a simple map with the Beebots Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences	- 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	- Can use words like big and small to describe the things around me	- Use relative vocabulary (e.g.. bigger/smaller, like/dislike)	- Begin to spatially match places (e.g.. recognise UK on a small scale and larger scale map)	- Begin to match boundaries (E.g.. find same boundary of a country on different scale maps.)	- Begin to match boundaries (E.g.. find same boundary of a county on different scale maps.)	-Measure straight line distance on a plan. -Find/recognise places on maps of different scales. (E.g. river Nile.)	-Use a scale to measure distances. -Draw/use maps and plans at a range of scales.
Perspective	- Shows an interest in Google Maps and begin to look at features in a bird's eye view	- Draw around objects to make a plan.	- Look down on objects to make a plan view map.	-Begin to draw a sketch map from a high view point.	- Draw a sketch map from a high view point.	- Draw a plan view map with some accuracy.	- Draw a plan view map accurately.
Map knowledge	- Can use small world figures to play on large map mats and see the difference between land and sea	- 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	- Begin to identify significant places and environments	- Identify significant places and environments	- Confidently identify significant places and environments

Style of map	<ul style="list-style-type: none"> - Shows an interest in atlases, mat maps and Google Earth 	<ul style="list-style-type: none"> - Picture maps and 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 ranger OS maps. 	<ul style="list-style-type: none"> - Use OS maps. - Confidently use an atlas. - Recognise world map as a flattened globe.
Geographical enquire	<ul style="list-style-type: none"> - Can make observations on local trips about what they can see, naming features e.g. cars, house, road, shop 	<ul style="list-style-type: none"> - Able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. 		<ul style="list-style-type: none"> - Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. - Can express opinions and recognise that others may think differently. 		<ul style="list-style-type: none"> - Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. - Can express and explain their opinions, and recognise why others may have different points of view. 	
<ul style="list-style-type: none"> - 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 		<ul style="list-style-type: none"> - Children 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. 	<ul style="list-style-type: none"> - Begin to ask/initiate geographical questions. - Use non-fiction books, stories, atlases, 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. 	<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 conclusions e.g. make comparisons between locations photos/pictures/maps 	<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 	<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 	