

Geography skills progression



	End of Year 2	End of Year 4	End of Year 6
Map knowledge			
World locations	Identify the 7 continents and 5 oceans Identify contrasting non-European place Identify places of relevance and in the news	Identify 7 continents, 5 oceans and their human and physical features Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news	Identify 7 continents, 5 oceans and their human and physical features Identify comparison study places, bordering countries, capital cities and human and physical features Identify places of relevance and in the news
UK locations	Identify the 4 countries, capitals, surrounding seas, own school and county (Hampshire) both now and over time	Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time	Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time
Map vocabulary			
Positional vocabulary	Equator, South Pole, North Pole	Equator, Northern hemisphere, Southern Hemisphere, Longitude and latitude	Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, time zones, Prime/Greenwich Meridian
Direction vocabulary	Up, down, left, right, near, far North, East, South, West Bigger/smaller, like/dislike, similar/different	North, Northeast, East, Southeast, South, Southwest, West, Northwest	North, Northeast, East, Southeast, South, Southwest, West, Northwest
Map skills			
Grid references	Letter and number co-ordinates	4 figures	6 figures Latitude and longitude
Compass points	4 point compass directions to follow and give directions	8 point compass directions to follow and give directions	8 point compass directions to follow and give directions
Map work	Draw a simple map from imagination,	Draw a map of a short route from	Draw maps with detail and accuracy

	<p>stories or knowledge</p> <p>Create and use symbols in a key</p> <p>Interpret simple symbols on a map</p> <p>Describe features and routes on a map</p> <p>Give and follow directions and routes on a simple map</p>	<p>knowledge and journeys</p> <p>Use OS symbols in a key</p> <p>Interpret symbols on a map</p> <p>Describe features and routes on a map</p> <p>Give and follow directions and routes on a detailed map</p>	<p>Use OS symbols in a key</p> <p>Interpret symbols and numbers on a map</p> <p>Describe features and routes on a map and compare to photos</p> <p>Give and follow directions and routes on a detailed map, e.g. OS</p> <p>Use a scale to measure distances</p>
Resources			
Maps	Globe, world map, UK map, infant atlas, large scale OS map	Globe, world map, UK map, junior atlas, OS maps, computer mapping (GIS)	Globe, world map, UK map, junior atlas, OS maps, computer mapping (GIS), atlas contents and index page
Visual resources	Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw	Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw	Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw
Enquiry			
Focus	Child centred, interpreted by the child's imagination, subjective		Accurate, precise and reduced amount of subjectivity
Skills	Identify, describe, explain, compare, evaluate	Identify, describe, explain, compare, evaluate	Identify, describe, explain, compare, evaluate
Questions	Ask and answer questions in isolation and sequence Think about how different people may have a different opinion	Ask and answer questions of themselves, other people and environments Explain why different people may have different opinions	Ask and answer questions of themselves, other people and environments Explain and understand why different people may have different opinions
Fieldwork	Teacher led question and enquiry, observations to recognise features, basic sketch to show features, photos to record features, group work with	Teacher led question and child led conclusion, observations to spot patterns, measurements and recordings using a simple tally,	Child led question, enquiry and conclusion, observations, measurements and recordings of

	<p>an adult, simple observations to use as evidence to reach a simple conclusion.</p>	<p>standard units and technology such as cameras, measuring equipment and apps, findings presented as sketch maps, plans, graphs or using digital technologies, conclusions explained and evidenced to compare places.</p>	<p>primary and secondary data, findings presented in a range of maps and graphs including use of paper and digital technologies, explained, evidenced and evaluated conclusion to compare places.</p>
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