



# Geography Skills Progression Map



**EYFS, Key stage 1 and 2**

**Subject: Geography**

	R	1	2	3	4
<b>Geographical enquiry</b>	<p>Responds appropriately to how, what, why and where questions.</p> <p>Looks at similarities and differences in their environment.</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children begin to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make 1 comparison between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>
<b>Direction/ Location</b>	<p>Use appropriate words eg town, village, road, house, path</p>	<p>Follow directions (Up, down, left/right, forwards/backwards)</p>	<p>Follow directions (as yr 1 and inc'. NSEW)</p>	<p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. co-ordinates to locate features on a map.</p>	<p>Use 4 compass points</p> <p>Begin to use 8 compass points</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p>
<b>Drawing maps</b>	<p>Draw picture maps of imaginary places and from stories</p>	<p>Draw picture maps of imaginary places and from stories</p>	<p>Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph)</p>	<p>Try to make a map of a short route experienced, with features in correct order.</p> <p>Try to make a simple scale drawing</p>	<p>Make a map of a short route experienced with features in correct order.</p> <p>Make a simple scale drawing.</p>

<b>Representation</b>	Use own symbols on imaginary map	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.
<b>Using maps</b>	Use a simple picture map to move around the school. Recognise that it is about a place.	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.
<b>Scale/Distance</b>	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	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 country on different scale maps)