



**St. Bernadette's Catholic Primary School**  
**Geography Skills Progression Map**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Location and Mapping</b>	<p>Talk about different types of transport and journeys.</p> <p>Name the school and the area that they live in.</p> <p>Make simple maps.</p> <p>Use the globe to identify the UK.</p> <p>Draw simple maps of routes from a story.</p>	<p>Look at a variety of maps, including floor maps, globes and street maps.</p> <p>Introduce the four compass points and give directions.</p> <p>Use photographs of the classroom environment to create own 2-D plan of the classroom on paper</p> <p><b>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</b></p> <p>Name and locate some places in their locality, the UK and wider world <i>e.g. 'I live...I went on holiday to...'</i></p> <p>Use a range of simple maps, and use everyday terms</p>	<p>Photograph locations around school, using the four compass points give directions to each area.</p> <p>Create a map of the school grounds representing photo locations as key landmarks.</p> <p><b>Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</b></p> <p>Name and locate significant places in my locality, the UK and wider world.</p> <p>Use large scale maps and aerial photographs to recognise simple features in my school and home area.</p>	<p>Look at where our school is located within the wider world.</p> <p>Use eight compass points to describe the location of capital cities within the British Isles.</p> <p>Learn the difference between the boundaries of Great Britain, the British Isles and the United Kingdom.</p> <p>Pupils develop knowledge of England, Scotland, Wales and Ireland through hands-on activities.</p> <p><b>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these</b></p>	<p>To understands how physical geography is represented on maps. To learn how hills and valleys are represented on OS maps through the use of contour lines.</p> <p>To build a 3D model using contour lines and understand how this is represented on 2D maps.</p> <p><b>Locate the world's countries, using maps to focus on Europe (including Russia) &amp; North and South America, concentrating on their environmental regions, key physical &amp; human characteristics, countries, and cities</b></p> <p>Name and locate a wider range of places in my locality, the UK and wider world including some globally significant physical and human features.</p>	<p>Use Ordnance Survey maps and examine maps of our local area.</p> <p>Read four-figure grid references.</p> <p>Understand the concept of scale and map symbols.</p> <p>Understand why maps have symbols and key.</p> <p><b>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Develop their knowledge, understanding and skills to enhance their locational and place knowledge.</b></p> <p><b>Identify the position and significance of latitude, longitude, Equator,</b></p>	<p>Read six-figure grid references.</p> <p>Practise locating our school, homes and significant building in our local area on a map using physical and digital maps.</p> <p>To follow instructions to locate places on a map.</p> <p><b>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Develop their knowledge, understanding and skills to enhance their locational and place knowledge.</b></p> <p>Name and locate an extensive range of places in the world including globally significant physical and human features &amp; places in the news.</p>

		<p>about places and locations in the world such as 'near/far' and 'land/sea'.</p> <p>Draw a simple map of my immediate environment e.g. classroom/ playground/route to school.</p> <p>Recognise that symbols can mean something on a map, and create some simple examples.</p>	<p>Find an OS symbol on a map with an adult and talk about what it might mean.</p> <p>Use a basic compass and find North.</p>	<p><b>aspects have changed over time.</b></p> <p>Name and locate a wider range of places in my locality, the UK and wider World.</p> <p>Use a range of maps (<i>including digital</i>), atlases and globes to locate countries and features studied.</p> <p>Use maps and diagrams from a range of publications <i>e.g. holiday brochures, leaflets, town plans</i>. Make and use simple route maps.</p> <p>Recognise patterns on maps and begin to explain what they show.</p> <p>Label maps with titles to show their purpose Create maps of small areas with features in the correct place. Link features on maps to photos and aerial views. Make a simple scaled drawing <i>e.g. of the classroom</i>.</p>	<p>Use a wider range of maps (<i>including OS</i>), to locate countries and features studied.</p> <p>Use maps at more than one scale.</p> <p>Recognise that larger scale maps cover less area.</p> <p>Use the index and contents page of atlases.</p> <p>Recognise that contours show height and slope.</p> <p>Use 4 figure coordinates to locate features on maps.</p> <p>Recognise some standard OS symbols.</p> <p>Link features on maps to photos and aerial views.</p> <p>Use a scale bar to calculate some distances.</p> <p>Relate measurement on large scale maps to measurements outside.</p>	<p><b>Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer/ Capricorn, Arctic/Antarctic Circle, the Prime/Greenwich Meridian and time</b></p> <p>Name and locate an increasing range of places in the world including globally significant physical and human features &amp; places in the news.</p> <p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</p> <p>Begin to understand the differences between maps <i>e.g. Google/Google Earth, and OS maps</i>.</p> <p>Choose the most appropriate map/globe for a specific task.</p> <p>Understand that purpose, scale, symbols and style are related.</p> <p>Recognise map projections.</p>	<p>Relate different maps to each other and to aerial photos.</p> <p>Follow routes on maps and describe what I see.</p> <p>Interpret and use thematic maps.</p> <p>Understand the relationship between purpose, scale, symbols and style.</p> <p>Identify, describe and interpret relief features on OS maps.</p> <p>Use six figure coordinates &amp; latitude/longitude - globe/atlas.</p> <p>Create detailed maps using symbols/key.</p> <p>Use a wider range of OS symbols including 1:50K .</p> <p>Know that different scale OS maps use some different symbols.</p> <p>Use the scale bar on maps.</p>
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						<p>Create sketch maps using symbols and a key.</p> <p>Use models and maps to discuss land shape <i>e.g. contours and slopes.</i></p> <p>Draw measured plans.</p>	
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<p>Use simple observational skills to explore the school grounds.</p> <p>Children know about similarities and differences in relation to places.</p> <p>Can describe their relative position such as 'behind' or 'next to.'</p>	<p>Observe daily weather patterns</p> <p>Observe seasonal changes.</p> <p>Use simple fieldwork and observation/identification to study the geography of my school, its grounds and the surrounding village of Shevington.</p> <p>Identify some of the key human and physical features of my surrounding environment.</p> <p>Use some locational language to describe position and direction..</p> <p><b>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</b></p>	<p>Use simple fieldwork and observational skills to study the geography of my local area and the town of Wigan.</p> <p>Use simple compass directions (NSEW).</p> <p>Use locational and directional language to describe routes <i>e.g. left/right, forwards and backwards.</i></p> <p><b>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</b></p>	<p>Introduce the eight points of a compass.</p> <p>Observe, measure and record the human and physical features in my local area.</p> <p>Use a range of recording methods including sketch maps, cameras and other digital devices .</p> <p>Make links between features observed in my environment to those on maps and aerial photos.</p>	<p>Recognise the eight points of a compass.</p> <p>Observe, measure and record the human and physical features in my local area and beyond.</p> <p>Use a range of recording methods including sketch maps, cameras and other digital devices.</p> <p>Make links between features observed in my environment to those on maps and aerial photos.</p>	<p>Use eight the eight points of a compass to give directions and instructions.</p> <p>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies <i>e.g. data loggers to record (e.g. weather) at different times and in different places.</i></p> <p>Interpret data collected and present the information in a variety of ways including charts and graphs.</p> <p><b>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.</b></p>	<p>Recognise and use the four cardinal, and four inter cardinal compass points to give directions and instructions.</p> <p>Observe, measure and record human and physical features in a contrasting environment <i>e.g. local, river, coastal, land-use or mountain study.</i></p> <p>Use a range of methods including sketch maps, cameras and other digital technologies at different times and in different places.</p> <p>Interpret data collected and present the information in a variety of ways including charts and graphs.</p> <p><b>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.</b></p>
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## Enquiry and Investigation

<p>Ask simple geographical questions.</p> <p>Suggest ideas for improving the classroom, outdoor area.</p> <p>Children talk about features of their own immediate environment and how environments may vary from one another</p>	<p>Investigate different places and environments (<i>hot/cold</i>) and weather systems by asking and answering simple geographical questions.</p> <p>Identify some similarities and differences <i>e.g. winter is cold, Summer is hot.</i></p> <p>Ask simple geographical questions 'where?', 'what?', and 'who?' about the world and my environment <i>e.g. 'What is it like to live in this place?'</i></p> <p>Investigate through observation and description.</p> <p><b><i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i></b></p>	<p>Investigate different places and environments by asking and answering geographical questions.</p> <p>Identify patterns, similarities and differences <i>e.g. comparing my life with those of children in other places.</i></p> <p>Ask simple geographical questions 'where?', 'what?', and 'who?' about the world and my environment <i>e.g. 'What features can I see in this place?'</i></p> <p>Investigate through observation and description.</p> <p>Recognise differences between my own and other people's lives in contrasting regions or climates.</p> <p><b><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the</i></b></p>	<p>Investigate different places and environments by asking and answering geographical questions when comparing places, features and patterns.</p> <p>Ask questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and climate.</p> <p>Make factual comparisons with my own life and situation with people in a contrasting place.</p> <p>Show increasing empathy and describe similarities as well as differences.</p>	<p>Investigate different places and environments by asking and answering more searching geographical questions <i>e.g. 'how?' 'why?' 'where?' and 'what?' when investigating places.</i></p> <p>Begin to understand some reasons for similarities and differences.</p> <p>Make comparisons between my life and my own situation with other people in contrasting regions and climates.</p> <p>Show increasing empathy and describe similarities as well as differences.</p>	<p>Investigate different places, environments and geographical issues by asking and answering questions that are more causal <i>e.g. 'Why is that happening in that place? Could it happen here?' 'What happened in the past to cause that?'</i></p> <p>Make predictions and test simple hypotheses about people and places, using information about regions and climate.</p>	<p>Investigate different places, environments and geographical issues by asking and answering questions that are more causal <i>e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?'</i></p> <p>Make predictions and test hypotheses about people and places, using detailed information &amp; data on regions and climate.</p> <p><b><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</i></b></p>
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			<b>United Kingdom, and of a small area in a contrasting non-European country.</b>				
<b>Communication</b>	<p>Describe seasonal and daily weather changes.</p> <p>Vocabulary: School, home, house, garden, field.</p> <p>Children know and can talk about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Observe, speak and draw to describe simple geographical concepts such as what they can see and where it is.</p> <p>Notice and describe patterns.</p> <p>Create simple labels and symbols for a range of places both in and outside the classroom.</p> <p>Use maps and other images to talk about everyday life <i>e.g. where I live, journeys to school etc.</i></p>	<p>To describe specific local geographical features <i>e.g. river, bridge, hill.</i></p> <p>Give and follow simple instructions to get from one place to another using positional and directional language such as <i>near, far, left and right.</i></p> <p>Use maps and other images to talk about my everyday life <i>e.g. where I live, my journey to school etc.</i></p> <p>Express views about my environment and start to recognise how people can affect the environment.</p> <p>Use basic geographical vocabulary</p>	<p>Identify and describe geographical features, processes (changes), and patterns.</p> <p>Use geographical language relating to physical and human processes <i>e.g. tributary and source when learning about rivers.</i></p> <p>Communicate geographical information through a range of methods including sketch maps, plans and presentations.</p> <p>Express opinions and personal views about what I like and don't like about specific geographical features and situations <i>e.g. a proposed local wind farm.</i></p>	<p>Identify and describe geographical features, processes (changes), and patterns.</p> <p>Use geographical language relating to physical and human processes.</p> <p>Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</p> <p>Express opinions and personal views about what I like and don't like about specific geographical features and situations <i>e.g. a proposed local supermarket development.</i></p> <p>Give some reasons for my opinions.</p>	<p>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <p>Use more detailed geographical language relating to physical and human processes <i>e.g. biomes, tundra.</i></p> <p>Communicate geographical information in a variety of ways including maps &amp; diagrams.</p> <p>Use numerical and quantitative skills and written descriptions.</p> <p>Develop my views and attitudes to critically evaluate responses to local geographical issues or events in the news <i>e.g. for/against arguments relating to a proposed solar farm.</i></p> <p><b>Describe human geography, including: types of</b></p>	<p>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <p>Use more precise geographical language relating to physical and human processes <i>e.g. coniferous/deciduous forests, reforestation, the water cycle.</i></p> <p>Communicate geographical information in a variety of ways including through maps &amp; diagrams.</p> <p>Use numerical and quantitative skills and produce written work of increasing length.</p>

			<p>including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop.</i></p>			<p><i>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i></p>	<p>Develop my views and attitudes to critically evaluate responses to geographical issues or events in the news e.g. for/against arguments relating to the a proposed flood defence system, being able to debate and justify reasons.</p> <p><i>Describe physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p>
<p><b>Use of ICT/Technology</b></p>	<p>Use directional language forwards, backwards, left and right to give instructions to a technological toy.</p>	<p>Use simple electronic globes/maps.</p> <p>Do simple searches within specific geographic software.</p> <p>Add basic labels to a digital map.</p> <p>Use programmable toys or robots to move around a course/screen following simple directional instructions.</p>	<p>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.</p> <p>Use a postcode to find a place on a digital map.</p> <p>Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</p>	<p>Use the zoom facility on digital maps to locate places at different scales.</p> <p>Add a range of text and annotations to digital maps to explain features and places.</p> <p>View and talk about a range of satellite images.</p> <p>Draw and follow simple routes on digital maps.</p> <p>Use presentation/multimedia software to record and</p>	<p>Use the zoom facility on digital maps to locate places &amp; features at different scales.</p> <p>Add a range of text and annotations to digital maps to explain features and places.</p> <p>View and explain a range of satellite images.</p> <p>Add photos to digital maps.</p> <p>Draw and follow routes on digital maps.</p>	<p>Use appropriate search facilities when locating places on digital/online maps and websites.</p> <p>Use a wider range of labels and measuring tools on digital maps.</p> <p>Explain satellite imagery.</p> <p>Use and interpret live data <i>e.g. weather patterns etc.</i></p> <p>Collect and present data electronically <i>e.g. through the use of electronic surveys.</i></p>	<p>Use appropriate search facilities when locating places on digital/online maps and websites.</p> <p>Use a wider range of labels and measuring tools on digital maps.</p> <p>Explain satellite imagery.</p> <p>Use and interpret live data <i>e.g. weather patterns, location and timing of earthquakes/volcanoes etc.</i></p>

			<p><b><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</i></b></p>	<p>explain geographical features and processes.</p> <p>Use tables and charts to collect and display geographical data.</p> <p>Comment about geography in the news – online reports &amp; websites.</p>	<p>Use presentation/ multimedia software to record and explain geographical features and processes.</p> <p>Use spreadsheets, tables and charts to collect and display geographical data</p> <p>Find and comment about geography in the news – online reports &amp; websites.</p>	<p>Communicate geographical information electronically <i>e.g. multimedia software, webpage, poster or app.</i></p> <p>Investigate electronic links with schools/children in other places <i>e.g. email/video communication.</i></p> <p><b><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></b></p>	<p>Collect and present data electronically <i>e.g. through the use of electronic questionnaires/surveys</i> .</p> <p>Communicate geographical information electronically <i>e.g. multimedia software, webpage, blog, poster or app.</i></p> <p>Investigate electronic links with schools/ children in other places <i>e.g. email/video communication.</i></p>
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