



Progression of Skills Curriculum at Scargill CE Primary School 2021-22

	Year 1 Geographers	Year 2 Geographers	Year 3 Geographers	Year 4 Geographers	Year 5 Geographers	Year 6 Geographers
Geographical Enquiry	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books and pictures as sources of information, including aerial and plan view. Investigate their surroundings. Make observations about where things are (e.g. within school or local area). Identify seasonal and daily weather patterns in their local area and the location of hot and cold areas in relation to the equator and poles. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions (e.g. Where is it? What is it like?). Begin to use books, stories, maps, pictures, photos and the internet as sources of information. Investigate their surroundings with more confidence. Make appropriate observations about why things happen. Make simple comparisons between features of different places. Identify seasonal and daily weather patterns in the UK. 	<ul style="list-style-type: none"> Begin to ask and initiate geographical questions. Use books, stories, atlases, pictures, photos and the internet as sources of information confidently. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw simple conclusions (e.g. make comparisons between two locations using photos and/or pictures, temperatures in different locations). 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend use of aerial images to satellite photographs. Investigate places and themes at more than one scale. Collect and record evidence with some support. Analyse evidence and draw conclusions (e.g. make comparisons between locations, photographs, pictures and maps). 	<ul style="list-style-type: none"> Begin to suggest questions for investigations. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the large scale; contrasting and distant places. Begin to 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 and everyday life). 	<ul style="list-style-type: none"> Suggest questions for investigations constantly. 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 fully independent. Analyse evidence and draw conclusions (e.g. from fieldwork data on land use comparing land use and temperature, looking at patterns and explaining the reasons behind it).
Direction/Location	<ul style="list-style-type: none"> Follow directions (Up, Down, Left, Right, Forwards, Backwards, Near and Far). Introduce children to use simple compass directions (North, East, South and West). Use locational and directional language to locate places on a map of the local area. 	<ul style="list-style-type: none"> Follow directions (as Year 1 Geographers). Use simple compass directions (North, East, South and West). Use simple compass directions and locational and directional language to describe a journey on a map of the local area. Understand which direction 'North' is on an OS map. 	<ul style="list-style-type: none"> Use 4 compass points well to follow and give directions. Begin to use 8 compass points. Begin to use letters and numbered co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points with some confidence. Use letters and numbered co-ordinates to locate features on a map confidently. Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points to give directions and instructions with confidence and accuracy. Begin to use 4 and 6 figure co-ordinates to locate features on a map. Begin to use latitude and longitude on atlas maps or a globe. 	<ul style="list-style-type: none"> Use 4 and 6 figure co-ordinates confidently to locate features on a map. Understand that 6 figure co-ordinates can help you find a location more accurately than 4 figure co-ordinates. Use latitude and longitude on atlas maps or a globe with confidence. Align a map with a route.
Drawing Maps	<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 an aerial photograph). 	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in the correct order. Try to make a simple scale drawing. Try to make a map of a small area with features in the correct place. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in the correct order. Make a simple scale drawing. Make a map of a small area with features in the correct place. 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. Begin to design maps from descriptions. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Design maps from descriptions. Begin to draw plans of increasing complexity.



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Using Maps	<ul style="list-style-type: none"> • Use a simple picture map to move around the school. • Recognise that a map is about a place and gives us information about the world. • Begin to use an infant atlas to locate different places (e.g. continents, oceans, equator and poles). 	<ul style="list-style-type: none"> • Follow a route on a map. • Use a plan view effectively. • Use an infant atlas to locate different places with confidence. • Begin to explain why places are where they are. • Use maps to discuss everyday life (e.g. journey to school, places are in a locality). 	<ul style="list-style-type: none"> • Locate places on larger scale maps (e.g. Find UK or India on a globe). • Follow a route on a map with some accuracy. • I can recognise some patterns on maps. • Explain what places are like using maps at a local scale. 	<ul style="list-style-type: none"> • Locate places on large scale maps (e.g. map of Europe). • Follow a route on a large scale map (e.g. whilst orienteering). • I can recognise some patterns on maps and begin to explain what they show. 	<ul style="list-style-type: none"> • Compare and relate maps with vertical aerial photographs. • Select a map for a specific purpose (e.g. pick an atlas to find Taiwan but an 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). • Begin to understand that purpose, scale, symbols and style are related. • Begin to interpret distribution maps and use thematic maps for information. 	<ul style="list-style-type: none"> • Follow a short route on an OS map and confidently say what is seen. • Describe and interpret features shown on an OS map. • Locate places on a world map. • Use atlases to find out about other features of places (e.g. mountain regions, weather patterns). • Understand that purpose, scale, symbols and style are related. • Interpret distribution maps and use thematic maps for information.
Representation	<ul style="list-style-type: none"> • Use own symbols on imaginary map. • Understand that symbols represent something on a map. 	<ul style="list-style-type: none"> • Begin to understand the need for a key. • Use class agreed symbols to make a simple key. • Recognise that maps need a title. • Find symbols on an OS map with support. 	<ul style="list-style-type: none"> • Know why a key is needed. • Use standard symbols. • Recognise symbols on an OS map independently. • Give maps a title to illustrate their purpose. 	<ul style="list-style-type: none"> • Understand the importance of a key. • Recognise OS map symbols confidently. • Begin to use some OS map symbols. 	<ul style="list-style-type: none"> • When drawing a sketch map, use symbols and a key. • Use and recognise OS map symbols. 	<ul style="list-style-type: none"> • Use and recognise OS map symbols with ease and confidence. • Use atlas symbols. • Appreciate that maps cannot show us everything.
Scale/Distance	<ul style="list-style-type: none"> • Use relative vocabulary (e.g. bigger/smaller, like/dislike). • Understand that when you 'zoom in' you see a smaller area in more detail. 	<ul style="list-style-type: none"> • Begin to spatially match places (e.g. able to recognise UK on a small scale on a larger scale map). • Begin to draw objects to scale (e.g. using squared paper 1:1). 	<ul style="list-style-type: none"> • Begin to match boundaries (e.g. find same boundary of a country on different scale maps). • Use the scale bar to estimate distances. • Begin to relate measurement on maps to outdoors (e.g. paces or tape). 	<ul style="list-style-type: none"> • Begin to match boundaries (e.g. find some boundary of a county on different scale maps). • Use the scale bar to calculate some distances. • Relate measurement on maps to outdoors (e.g. paces or tape) with confidence. • Recognise that contours show height and slope. 	<ul style="list-style-type: none"> • Measure straight line distances on a plan. • Find and recognise places on maps of different scales (e.g. rivers, mountains). • Use the scale bar on all maps. • Begin to read and compare map scales. • Begin to use models and maps to talk about contours and slope. 	<ul style="list-style-type: none"> • Draw and use maps and plans at a range of scales. • Draw measure plans (e.g. from field data). • Read and compare map scales. • Describe height and slope using maps, fieldwork and photographs. • Use models and maps to talk about contours and slope.
Perspective	<ul style="list-style-type: none"> • Draw around objects to make a plan. 	<ul style="list-style-type: none"> • Look 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. • Begin to use a range of viewpoints, up to and including satellite. 	<ul style="list-style-type: none"> • Draw a plan view map with confidence and accuracy. • Use a range of viewpoints, including satellite, confidently.



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Map knowledge	<ul style="list-style-type: none"> Learn names of some places within and around the United Kingdom (e.g. home town, cities and countries) 	<ul style="list-style-type: none"> Locate and name on a UK map major features (e.g. London, River Thames, home town, seas). 	<ul style="list-style-type: none"> Begin to identify points on a map. 	<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"> Confidently identify significant places and environments.
Style of map	<ul style="list-style-type: none"> Picture maps, infant atlases and globes. Begin to identify features on maps, aerial and oblique photographs. 	<ul style="list-style-type: none"> Use teacher drawn maps. Use large scale OS maps. Use an infant atlas with confidence. Identify features on maps, aerial and oblique photographs. 	<ul style="list-style-type: none"> Use large scale OS maps. Begin to use map sites on the internet. Begin to use junior atlases. Compare aerial photographs with maps. 	<ul style="list-style-type: none"> Use large and medium scale OS maps. Use junior atlases. Use map sites on the internet. Begin to use thematic maps. 	<ul style="list-style-type: none"> Use index and contents pages within an atlas. Use medium scale land ranger OS maps. Use thematic maps for a range of purposes. 	<ul style="list-style-type: none"> Use OS maps. Confidently use an atlas. Recognise world maps as a flattened globe. Use thematic maps for a specific purpose. Appreciate different map projections.