

Quadring Cowley and Browns Primary School – Geography Progression Map

	EYFS	Year 1/ 2	Year 3/ 4	Year 5/ 6
Geographical enquiry		- 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 school or local area. - Children encouraged to ask 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.	- 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. - 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.	- Begin to suggest questions for investigating.. - Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations – influence on people/ everyday life.. - 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.
Direction/ Location		- Following directions (up, down, left/right, forwards/backwards). - Follow directions (as Yr. 1 and including North, East, South, West).	- Use 4 compass points to follow/ give directions. - Use letter/ number co-ordinates to locate features on a map. - Use 4 compass points well. - Begin to use 8 compass points.	- Identify 8 compass points. - Use 4 figure co-ordinates confidently to locate features on a map. - Begin to use 6 figure grid references; - Use latitude and longitude on atlas maps.

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			Use letter/number co-ordinates to locate features on a map confidently.	
Drawing maps		- Draw picture maps of imaginary places and from stories. - Draw a map of a real or imaginary places (e.g. add detail to a sketch map from aerial photograph).	- Try to make a map of a short route experienced, with features in correct order. - Try to make a simple scale drawing. - Make a map of a short route experienced, with features in correct order. - Make a simple scale drawing.	Begin to draw maps/plans based on their own data.
Representation		- 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 Ordnance Survey map.	- Draw a sketch map using symbols and a key. - Use/recognise Ordnance Survey map symbols. - Use atlas symbols.
Using maps		- 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.	- Look at maps with aerial photographs. - Select a map for a specific purpose (e.g. pick atlas to find Taiwan, Ordnance Survey map to find local village). - Follow a short route on an Ordnance Survey map. Describe features shown on Ordnance Survey 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		- 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).	- Use a scale to measure distances. - Use maps and plans at a range of scales.

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			• Begin to match boundaries (e.g. find same boundary of a country on different scale maps).	
Perspective		• 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.
Map knowledge		• 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 A, B and C. • Begin to identify significant places and environments.	• Identify significant places and environments.
Style of map		• Picture maps and globes. • Find land/ sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas.	• Use large scales Ordnance Survey maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/ oblique photographs. • Use large and medium scale Ordnance Survey maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs.	• Use index and contents page within atlases. • Use Ordnance Survey maps. • Confidently use an atlas. • Recognise world map as a flattered globe.