



Oaklands Geography Skills Progression

EYFS

Geographical Enquiry	Scale/Distance
Explore their local area, being encouraged to ask questions.	Using words such as near and far, large and small.
Direction/Location	Perspective
Understand positional language- above, behind, in front of, next to etc.	
Drawing Maps	Map Knowledge
Introduction to the idea of maps through mapping a story.	Know places relevant to them, my home, our school, Yeovil town, the play park near my Gran's house etc.
Representation	Style of Map
Draw own pictures on simple map templates.	Introduction to Google Earth and a world map.
Using Maps	
Understanding a map is using to help us find our way around.	

Year 1

Geographical Enquiry	Scale/Distance
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.	Use relative vocabulary (e.g., bigger/smaller, like/dislike)
Direction/Location	Perspective
Follow directions (Up, down, left/right, forwards/backwards)	Draw around objects to make a plan.
Drawing Maps	Map Knowledge
Draw picture maps of imaginary places and from stories.	Learn names of some places within/around the UK. E.g., Home town, cities, countries e.g. Wales, France.
Representation	Style of Map
Use own symbols on imaginary map.	Picture maps and globes.
Using Maps	
Use a simple picture map to move around the school. Recognise that it is about a place.	



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Year 2

Geographical Enquiry	Scale/Distance
<p>Children encouraged 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 spatially match places (e.g. recognise UK on a small scale and larger scale map).</p>
Direction/Location	Perspective
<p>Follow directions (as Year 1 and inc. NSEW).</p>	<p>Look down on objects to make a plan view map.</p>
Drawing Maps	Map Knowledge
<p>Draw a map of a real or imaginary place. (e.g., add detail to a sketch map from aerial photograph).</p>	<p>Locate and name on UK map major features e.g., London, River Thames, home location, seas.</p>
Representation	Style of Map
<p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p>	<p>Find land/sea on globe.</p> <p>Use teacher drawn base maps.</p> <p>Use large scale OS maps.</p> <p>Use an infant atlas.</p>
Using Maps	
<p>Follow a route on a map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places.</p>	



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Year 3

Geographical Enquiry	Scale/Distance
<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 comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Begin to match boundaries (E.g., find same boundary of a country on different scale maps.)</p>
Direction/Location	Perspective
<p>Use 4 compass points to follow/give directions.</p> <p>Use letter/no. co-ordinates to locate features on a map.</p>	<p>Begin to draw a sketch map from a high view point.</p>
Drawing Maps	Map Knowledge
<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>Begin to identify points on maps A,B and C</p>
Representation	Style of Map
<p>Know why a key is needed.</p> <p>Use standard symbols.</p>	<p>Use large scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p>
Using Maps	
<p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy (e.g. whilst orienteering).</p>	



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Year 4

Geographical Enquiry	Scale/Distance
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 match boundaries (e.g., find same boundary of a county on different scale maps).
Direction/Location	Perspective
Use 4 compass points well. Begin to use 8 compass points. Use letter/no. co-ordinates to locate features on a map confidently.	Draw a sketch map from a high view point.
Drawing Maps	Map Knowledge
Make a map of a short route experienced, with features in correct order. Make a simple scale drawing.	Begin to identify significant places and environments.
Representation	Style of Map
Know why a key is needed. Begin to recognise symbols on an OS map.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.
Using Maps	
Locate places on large scale maps, (e.g., Find UK or India on globe). Follow a route on a large-scale map.	



Oaklands Geography Skills Progression

Year 5

Geographical Enquiry	Scale/Distance
<p>Begin to suggest questions for investigating.</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g., compare historical maps of varying scales e.g., temperature of various locations - influence on people/everyday life.</p>	<p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales. (E.g., river Nile).</p>
Direction/Location	Perspective
<p>Use 8 compass points.</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p>	<p>Draw a plan view map with some accuracy.</p>
Drawing Maps	Map Knowledge
<p>Begin to draw a variety of thematic maps based on their own data.</p>	<p>Identify significant places and environments.</p>
Representation	Style of Map
<p>Draw a sketch map using symbols and a key.</p> <p>Use/recognise OS map symbols.</p>	<p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p>
Using Maps	
<p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g., Pick atlas to find Taiwan, OS map to find local village).</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world).</p>	



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Year 6

Geographical Enquiry	Scale/Distance
Suggest questions for investigating. 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 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.	Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Direction/Location	Perspective
Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.	Draw a plan view map accurately.
Drawing Maps	Map Knowledge
Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.	Confidently identify significant places and environments.
Using Maps	
Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.	