Skills Progression Document Geography	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Mapping	Make simple maps of imaginary communities using a variety of construction resources. Understand that simple symbols are used to identify features on a map. Name and locate different parts of the local community on a map. Use information from a simple map	Use a range of maps and globes (including picture maps) at different scales. Use vocabulary such as bigger/smaller, near/far. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps such as buildings, roads and fields. Follow a route on a map starting with a picture map of the school. Recognise that maps need titles.	Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps and diagrams from a range of publications e.g., holiday brochures, leaflets, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Make and use simple route maps. Recognise patterns on maps and begin to explain what they show. Use the index and contents page of atlases. Label maps with titles to show their purpose Recognise that contours show height and slope.	Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g., Google maps vs. Google Earth, and OS maps. Choose the most appropriate map/globe for a specific purpose. Follow routes on maps describing what can be seen. Interpret and use thematic maps. Understand that purpose, scale, symbols and style are related. Recognise different map projections.

		Recognise landmarks and basic human features on aerial photos. Know which direction is North on an OS map. Draw a simple map e.g., of a garden, route map, place in a story. Use and construct basic symbols in a map key. Know that symbols mean something on maps. Find a given OS symbol on a map with support Begin to realise why maps need a key. Look down on objects and make a plan e.g., of the classroom or playground.	Use 4 figure coordinates to locate features on maps. Create maps of small areas with features in the correct place. Use plan views. Recognise some standard OS symbols. Link features on maps to photos and aerial views. Make a simple scaled drawing e.g., of the classroom. Use a scale bar to calculate some distances Relate measurement on large scale maps to measurements outside.	Identify, describe and interpret relief features on OS maps. Use six figure coordinates. Use latitude/longitude in a globe or atlas. Create sketch maps using symbols and a key. Use a wider range of OS symbols including 1:50K symbols. Know that different scale OS maps use some different symbols. Use models and maps to discuss land shape i.e., contours and slopes. Use the scale bar on maps. Read and compare map scales . Draw measured plans.
Fieldwork	Look at aerial maps and understand that they are taken from above and that they are like a birds-eye view. Comment on simple features seen on these maps. Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.	Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, and differences e.g., weather, seasons, vegetation, buildings etc.	Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Make links between features observed in the environment to those on maps and aerial photos.	Use eight cardinal points to give directions and instructions. Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g., data loggers to record (e.g., weather) at different times and in different places. Interpret data collected and present the information in a variety of ways including charts and graphs.

	Use a simple map with symbols to spot features in the school grounds or in the local community. Follow simple directions.	Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g., left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.		
Enquiry and Investigation	Ask simple questions about the effect of changing seasons on the natural world around them. Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. Recognise differences between their own and others' lives.	Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences.	Ask and answer questions that are more causal 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? Make predictions and test simple hypotheses about people and places.
Communication	Communicate geographical information in a variety of ways e.g. maps and drawings. Look at aerial views and comment on buildings, open space, roads and other simple features Use and draw information from a simple map	Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary as well as to describe specific local geographical features (tube station, canal etc.)	Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes e.g., tributary and source when learning about rivers. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. Express opinions and personal views about what they like and don't like about specific geographical features and	Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language relating to the physical and human processes e.g., tundra, coniferous/deciduous forest when learning about biomes. Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.

		Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. Use maps and other images to talk about everyday life e.g., where we live, journey to school etc.	situations e.g., a proposed local wind farm.	Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g., for/against arguments relating to the proposed wind farm.
Use of ICT / technology	Use simple electronic globes to look at the local area.	Use simple electronic globes/maps. Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Add simple labels to a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use programmable toys or sprites to move around a course/screen following simple directional instructions. Use cameras and audio equipment to record geographical features, changes, differences e.g., weather/seasons, vegetation, buildings etc. Describe and label electronic images produced.	Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images Add photos to digital maps. Draw and follow routes on digital maps. Use representation/multimedia software to record and explain geographical features and processes. Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news – online reports & websites.	Use appropriate search facilities when locating places on digital/online maps and websites. Use wider range of labels and measuring tools on digital maps. Start to explain satellite imagery. Use and interpret live data e.g., weather patterns, location and timing of earthquakes/volcanoes etc. Collect and present data electronically e.g., through the use of electronic questionnaires/surveys. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. Investigate electronic links with schools/children in other places e.g., email/video communication.