

DUDLEY ACADEMIES TRUST - KATES HILL PRIMARY SCHOOL

Primary Geography Progression of Skills 2023-2024



SKILLS	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Geographical enquiry	Show an awareness of the immediate locality and familiar environments. Recognise that a simple picture map (real or imaginary) is about a particular place.	Recognise and make observations to study the geography of the school e.g. drawing pictures, taking photographs, collecting simple data. Use aerial photographs to recognise geographical features.	Recognise and make observations to study the geography of the locality surrounding the school e.g. drawing pictures, taking photographs, collecting simple data. Compare and describe a place outside of Europe using geographical vocabulary. Use aerial photographs and plan perspectives to recognise geographical features.	Observe, measure and record human and physical features using some geographical methods including sketch maps and plans, simple surveys, questionnaires and simple data collection tables. Communicate using: graphs inc. pictograms and bar charts, suggested appropriate digital technologies, written accounts inc. reports and explanations.	Observe, measure and record human and physical features using some geographical methods including sketch maps and plans, simple surveys, questionnaires and data collection tables. Communicate using bar charts, bar line charts and line graphs. Use appropriate digital technologies and present written accounts including reports and explanations.	Observe, measure and record human and physical features using an increasing range of geographical methods including sketch maps and plans, surveys, questionnaires and a range of data collection techniques. Communicate using bar charts, bar line graphs, grouped frequency chart line graphs. Begin to select appropriate digital technologies and present written accounts including reports, explanation and discussion text.	Observe, measure and record human and physical features by selecting from a range of methods including accurate sketch maps and plans, surveys, questionnaires and a range of data collection techniques. Communicate using line graphs, pie charts and scatter graphs. Select appropriate digital technologies. I can select the appropriate form for presenting written communication inc. reports, explanation and discussion.

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SKILLS	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Direction and location	Follow directions (forwards/ backwards/ up/ down) and can draw a simple picture map.	Follow directions (left/ right/ near/ far) and can draw a simple picture map.	Follow directions, use N, S, E, W and follow a route.	Use the 4 compass points to follow and give directions. Use letter / number co-ordinates to locate features on a map.	Use the 4 compass points well. Begin to use the eight points of a compass. Use letter / number co-ordinates to locate features on a map confidently.	Use the 8 points of a compass. Begin to use 4 figure co-ordinates to locate on a map. Begin to use longitude and latitude.	Use the 8 points of a compass confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid references. Use longitude and latitude on atlas maps.

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SKILLS	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing maps	Draw picture maps of imaginary places and places from stories.	Draw own maps and plans by drawing around shapes. Understand the need for a key, using own basic symbols in a key.	Devise a simple map of a place in the local area. Use and construct basic symbols in a key. Zoom in / out of digital maps and begin to label features.	Draw maps or plans and recognise the need for a key. Use standard symbols.	Draw maps/ plans with a key using some standard symbols.	Draw sketch maps. Begin to draw thematic maps (e.g. time zones).	Draw thematic maps with accuracy, using symbols and a key (e.g. land use and population density).
Using maps	Make attempts to draw and label features of familiar environments and imaginary places. Recognise that school is a place.	Use a simple picture map to move around school. Begin to follow routes on prepared maps. Identify the UK and its 4 countries, capital cities and surrounding seas using world maps, atlases and globes with support.	Follow a route on a map. Begin to recognise basic OS symbols. Use world maps, atlases and globes with some support to identify countries studied, continents and oceans.	Begin to identify OS symbols on a map. Locate places on larger scale maps (map of UK). Use letter/ number coordinates to locate features on a map. Use world maps, atlases, globes and computer mapping to name and locate countries and describe features studied-	Identify and use OS symbols on a map. Use world maps, atlases, globes and computer mapping to name and locate countries and describe features studied- Location of the Mediterranean – Countries in the Northern hemisphere	Use OS symbols Select maps for a purpose. Compare large scale maps and aerial photographs to locate countries and describe features studied. – Biomes – U.K – China – Lines of longitude/latitude	Use a range of OS map symbols. Select maps for a purpose (Inc. OS maps). Compare large scale maps and aerial photographs to locate countries and describe features studied – USA and Canada – North/South America. Use the index/ contents page of an atlas

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Fieldwork	Investigate familiar surroundings to get a sense of place (e.g. colour coded sensory impressions – spring)	Use equipment accurately to measure temperature and rainfall. Use relative vocabulary e.g. bigger/ smaller.	Describe human and physical features of a locality.	Use observations, images and simple data collection (e.g. a traffic count, litter survey, systematic sampling) to recognise how the local area has changed over time and make recommendations (e.g. lobby local MPs regarding frequency and speed of traffic).	<ul style="list-style-type: none"> – UK rivers – Mountains – UK counties and cities <ul style="list-style-type: none"> – Neighbouring European countries – Volcanoes Begin to select appropriate maps and use index/ contents pages of an atlas.	Use the index/ contents page of an atlas.	confidently and accurately.