

Geography Progress of Skills at Dobwalls

Skill	Y1	Y2	Y3	Y4	Y5	Y6
Geography 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.	<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF 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 	<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use NF 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Begin to suggest questions for investigating • Begin to 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. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 	<ul style="list-style-type: none"> • 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
Direction/location	<ul style="list-style-type: none"> • Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> • Follow directions (as yr 1 and including NSEW) 	<ul style="list-style-type: none"> • Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> • Use 4 compass points well: • Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> • Use 8 compass points; • Begin to use 4 figure coordinates to locate features on a map 	<ul style="list-style-type: none"> • 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.
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 aerial photograph) 	<ul style="list-style-type: none"> • Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing. 	<ul style="list-style-type: none"> • Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing 	<ul style="list-style-type: none"> • Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> • Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity.

Representation	<ul style="list-style-type: none"> • Use own symbols on imaginary map. 	<ul style="list-style-type: none"> • Begin to understand the need for a key. • Use class agreed symbols to make a simple key. 	<ul style="list-style-type: none"> • Know why a key is needed. • Use standard symbols 	<ul style="list-style-type: none"> • Know why a key is needed • Begin to recognise symbols on an OS map. 	<p>Draw a sketch map using symbols and a key;</p> <ul style="list-style-type: none"> • Use/recognise OS map symbols 	<ul style="list-style-type: none"> • Use/recognise OS map symbols; • Use atlas symbols.
Using maps	<ul style="list-style-type: none"> • Use a simple picture map to move around the school; • Recognise that it is about a place. 	<p>Follow a route on a map.</p> <ul style="list-style-type: none"> • Use a plan view. • Use an infant atlas to locate places 	<p>Follow a route on a map.</p> <ul style="list-style-type: none"> • Use a plan view. • Use an infant atlas to locate places 	<p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <ul style="list-style-type: none"> • Follow a route on a large scale map. 	<p>Compare maps with aerial photographs.</p> <ul style="list-style-type: none"> • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, 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) 	<p>Follow a short route on an OS map. Describe features shown on OS map.</p> <ul style="list-style-type: none"> • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale distance	<p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>	<p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>	<p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>Measure straight line distance on a plan.</p> <ul style="list-style-type: none"> • Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> • Use a scale to measure distances. • Draw/use maps and plans at a range of scales.
Perspective	<p>Draw around objects to make a plan.</p>	<p>Look down on objects to make a plan view map.</p>	<p>Begin to draw a sketch map from a high view point.</p>	<p>Draw a sketch map from a high view point.</p>	<p>Draw a plan view map with some accuracy.</p>	<p>Draw a plan view map accurately.</p>
Map knowledge	<p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p>	<p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p>	<p>Begin to identify points on maps A,B and C</p>	<p>Begin to identify significant places and environments</p>	<p>Identify significant places and environments</p>	<p>Confidently identify significant places and environments</p>
Style of map	<ul style="list-style-type: none"> • name pictures, maps and globes 	<p>Find land/sea on globe.</p> <ul style="list-style-type: none"> • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas 	<ul style="list-style-type: none"> • Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> • Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet • Identify features on aerial/oblique photographs 	<p>Use index and contents page within atlases.</p> <ul style="list-style-type: none"> • Use medium scale land ranger OS maps. 	<p>Use OS maps.</p> <ul style="list-style-type: none"> • Confidently use an atlas. • Recognise world map as a flattened globe.