

Geographical skills progression

	EYFS	KS1	Y3/4	Y5/6
Representing geography	Use small world/models/role play to represent a visited place	Use small world/model making/ role play to represent a place visited	Make models, annotated drawings and field sketches to record observations	Make models, annotated drawings and field sketches to record observations
		Add details to teacher prepared drawing of a place		
Map making	Make drawings (e.g. of their favourite place in the outdoor area, what they saw at the park	Make annotated drawing of a place		
	Draw a map e.g. of the outdoor area)	Draw freehand map of a place	Draw freehand maps of routes and places with features in correct places.	Draw freehand maps
	Sequence photos to recall features seen on a visit or short walk	Relate a large scale plan/map to a real place	Relate a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry	Relate large-scale plans to the fieldwork site, identifying features relevant to the enquiry
			Make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm ² = 1m ² .	
		Mark information on a large scale map or plan using colour or symbols	Record selected geographical information on a map or large-scale plan, using colour or standard symbols and a key	Record selected geographical data on a map or large-scale plan, using colour or symbols and a key
				Use agreed and Ordnance Survey symbols
Map use	Recognise a map		Use atlases, maps and globes	Relate maps to each other and to vertical aerial photographs.
			Locate photos of features on maps.	

	Look at photographs of an area	Find information on aerial photographs		
		Follow a route on a prepared map.	Make and use simple route maps.	Follow routes on maps saying what is seen.
				Align a map with a route.
		Recognise simple features on maps such as buildings, roads and fields.	Locate photos of features on maps	
		Begin explaining why places are where they are	Explain what places are like using maps at a local scale.	Describe height and slope using maps, fieldwork and photographs.
			Use thematic maps.	Use thematic maps for specific purposes.
				Interpret distribution maps and use thematic maps for information
			Use 4- figure coordinates to locate features.	Use 4 and 6- figure coordinates to locate features.
			Use the scale bar to estimate distance.	Use a scale bar on all maps. use a linear scale to measure rivers.
			I recognise that contours show height and slope	Describe height and slope using maps, fieldwork and photographs
Compass directions	Use near, far, here, there, next to, above, closer to etc	Use 4 compass directions N, E, S, W	Use 8 compass directions N, NE, E, SE, S, SW, W, NW	Use 12 compass directions N, NNE, NE, ENE, E, ESE, SE, SSE, S, SSW, SW, WSW, W, WNW, NW, NNW
		I am beginning to use directional vocabulary.		Use latitude and longitude in an atlas or globe.
		I know which direction N is on an Ordnance Survey map		

Recording geography	Take digital photos (e.g. of a collection of natural objects, buildings in the locality)	Take photos of places	Take digital photos and annotating them with labels or captions	Take digital photos and annotating them with labels or captions
		Make audio recordings of a place or an interview about a place	Make digital audio recordings for a specific purpose (e.g. traffic noise)	Making digital audio recordings (e.g. to create soundscapes)
Collecting and representing quantitative data	Count (e.g. cars parked at the start/end of the day)	Create quantitative data about a place... pictogram	Use simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)	Use simple sampling techniques appropriately
			Collect, analyse and present quantitative data in bar charts and graphs and tables	Collect, analyse and present quantitative data in bar charts and line graphs and tables
Collecting and representing qualitative data	Give opinions using thumbs up/down or giving views	Use a questionnaire to find out about people's opinions about a place or geographical aspect.	Use a simplified Likert Scale to record their judgements of environmental quality (Strongly agree, slightly agree, agree, slightly disagree, strongly disagree)	Design and use a questionnaire to collect qualitative data
			Design and conduct interviews /questionnaires to investigate which places people value/like etc	Design and conduct fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)
Expressing and recording feelings about a place	Express their feelings about places they visit, saying which features they like/dislike	Express feelings about a place using simple recording technique- smiley/sad faces to tick and explain why	Develop a simple method of recording their feelings about a place	Design and use a 'tool' to record their feelings about an issue (the advantages and disadvantages of a proposed development, for instance)
Sampling the environment				Conduct a transect to observe changes in buildings and land use (A transect is a line across a habitat or part of a habitat. It can be as simple as a string

				or rope placed in a line on the ground. The number of organisms of each species along a transect can be observed and recorded at regular intervals.)
		Collect and sort natural objects to discuss properties		Use standard field sampling techniques appropriately (<i>e.g. taking water samples from a stream, quadrat sampling, transect sampling, random, systematic, counting, measuring, questioning, observing,</i>)