

GEOGRAPHY SKILLS PROGRESSION	Year 1/ 2	Year 3/4	Year 5/ 6
Geographical vocabulary	<ul style="list-style-type: none"> Use directional language e.g. forward, backwards, left, right, north, south. Use geographical language to describe geographical features or locations, e.g. hill, valley, river, road, coastline. 	<ul style="list-style-type: none"> Use directional language e.g. to describe routes and directions including eight points of the compass. Use geographical language linking to topic /theme 	<ul style="list-style-type: none"> Use directional language e.g. to describe routes, directions and locations including eight/sixteen points of the compass Use geographical language linking to topic/theme.
Fieldwork skills / techniques	<ul style="list-style-type: none"> Use simple field sketches, diagrams and observational drawings. Record information on simple maps and plans. 	<ul style="list-style-type: none"> Develop more detailed field sketches and drawings Record information on maps plans and diagrams. 	<ul style="list-style-type: none"> Develop detailed field sketches and drawings that show features, changes and patterns.
Using fieldwork instruments		<ul style="list-style-type: none"> Use instruments to aid fieldwork and measurements including, compass, camera, rain gauge 	<ul style="list-style-type: none"> Use instruments to aid fieldwork e.g. weather station.
Use globes, maps, and plans	<ul style="list-style-type: none"> Following a route on a map Introduce plan view 	<ul style="list-style-type: none"> Use grid references Work on plan view Use keys with greater accuracy Locate position of places / landmarks using co-ordinates 	<ul style="list-style-type: none"> Locate position of places / landmarks using co-ordinates Use the key to make deductions about land use of a location e. g. landscape, industry, features.
Use atlases		<ul style="list-style-type: none"> Using contents, keys, grid references Identify geographical features and use official keys Use index to locate position of location accurately 	<ul style="list-style-type: none"> Use keys and grid references Use contents/ index to locate information or a place with speed and accuracy
Use secondary sources of info	<ul style="list-style-type: none"> Use CD ROMs, pictures , photographs, stories, information texts, videos and artefacts 	<ul style="list-style-type: none"> Use aerial photos, stories, information texts, the internet, satellite images, photographs and videos 	<ul style="list-style-type: none"> Use aerial photos, stories, information texts, the internet, satellite images, photographs and videos
To make /draw maps and plans	<ul style="list-style-type: none"> Make memory maps with simple personal keys/ titles/ directions Link personal pictorial key to symbols Draw a pictorial map of a place in a story 	<ul style="list-style-type: none"> Draw maps with greater accuracy Work on more accurate plan view Use more complex keys 	<ul style="list-style-type: none"> Draw accurate maps with complex keys Draw maps with accuracy of scale Make maps using a range of scales
Use ICT in geographical investigations	<ul style="list-style-type: none"> Show simple maps and pictures Use of programmable toy to follow a route 	<ul style="list-style-type: none"> Analyse fieldwork data –e.g. charts and graphs Data collecting e.g. questionnaires CD ROMs to research a place E-mail another school Internet research skills and presentation of data 	<ul style="list-style-type: none"> Analyse fieldwork data –e.g. charts and graphs Data collecting e.g. questionnaires ROMs to research a place E-mail another school Internet research skills and presentation of data
Develop decision making skills		<ul style="list-style-type: none"> Use research, fieldwork, experience and data to make decisions relating to topic or theme – e.g. deciding how to improve services in the locality 	<ul style="list-style-type: none"> Use research, fieldwork, experience and data to make decisions relating to topic or theme –e.g. wider world issues e.g. environmental change.
Asking geographical questions	<ul style="list-style-type: none"> Ask simple questions e.g. Where is this place? How has it changed? 	<ul style="list-style-type: none"> Ask geographical questions about places e.g. What is this landscape like? What do I think about it? What will it be like in the future? 	<ul style="list-style-type: none"> Ask geographical questions? What is it like? How? /Why has it changed? What patterns can we see?

<p>Observe, collect and record evidence</p>	<ul style="list-style-type: none"> • Observe and record e.g. identify buildings in a street and make a chart • Make sketches and diagrams • Make memory maps 	<ul style="list-style-type: none"> • Collect and record evidence through e.g. • field sketches, brainstorming words about a place • sketch maps, constructing questionnaires and recording results in charts, colour coded maps which demonstrate patterns 	<ul style="list-style-type: none"> • Collect and record evidence through e.g. - • conducting a land use survey • categorising code • record measurements • carrying out a survey of shop functions –results on graphs/charts
<p>Analyse /draw conclusions</p>		<ul style="list-style-type: none"> • Analyse evidence and draw conclusions e.g. • Make comparisons between locations / results. 	<ul style="list-style-type: none"> • Analyse evidence and draw conclusions e.g • compare historical maps of varying scales • compare temperatures of various locations • Consider influence on people /everyday life • From fieldwork data on land use, look at patterns and explain reasons for them
<p>Expressing geographical views</p>	<ul style="list-style-type: none"> • Express their own views about people, places and environments e.g. about litter in school. Give reasons to support their views. 	<ul style="list-style-type: none"> • Identify and explain different views that people including themselves hold about topical geographical issues, e.g. views about plans for a new housing estate. 	<ul style="list-style-type: none"> • Identify and explain different views that people including themselves hold about topical geographical issues E.g. design and use questionnaires to obtain views. Give increased detail of views and justify these
<p>Communicating</p>	<ul style="list-style-type: none"> • Communicate in different ways e.g. pictures, maps, sketches, speech, writing and diagrams. 	<ul style="list-style-type: none"> • Communicate in ways appropriate to task and audience. • Description/ poetry/creating a sense of place/ questionnaires/ writing views to a person/ newspaper. 	<ul style="list-style-type: none"> • Communicate in ways appropriate to task and audience. • Persuasive writing showing information on maps • Use E-mail to exchange information about locality with other school.