

## Bacon Garth Primary School

### Geography Progression of Skills

This is a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children. There will be a focus on one of these skills each half term, although some objectives may cross over into other units too.

| <div style="display: flex; align-items: center; justify-content: space-between;">  <h2 style="margin: 0;">Geographical Enquiry</h2> </div>                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| FS2                                                                                                                                                                                                                                                                                                                 | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> | <p>Teacher led enquiries, to ask and respond to simple closed questions comparing aspects of the UK to another country (China) e.g. schooling</p> <p>Children use information from books/pictures as sources of information to enrich their knowledge of our topics</p> <p>Investigate their surrounding environment and how land use has changed from the physical geography of trees and fields to the urban geography of roads and houses</p> <p>Make observations about where things are e.g. within Bacon Garth Primary School its grounds to the key geographical features of Cottingham</p> | <p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use non-fiction books, stories, maps, pictures/photos and the Internet as sources of information to Compare Cottingham/ Hull in the UK to a contrasting city such as Tokyo in Japan</p> <p>Make appropriate observations about why things happen. Why has the land use changed?</p> <p>Make simple comparisons between features of an area in the UK and an area outside the UK e.g. Japan</p> | <p>Begin to ask/initiate geographical questions related to their topics</p> <p>Use non-fiction books, stories, atlases, pictures/photos and the Internet as sources of information to explore similarities and differences, comparing the human/physical geography of a familiar city e.g. Hull, with one that is contrasting e.g. Rio De Janeiro</p> <p>Begin to collect and record evidence with some aid e.g. hours of sunshine in Brazil compared with Britain</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures and temperatures in different locations.</p> | <p>Ask and respond to questions and offer their own ideas related to their topics</p> <p>Extend to satellite images, aerial photographs and Google Earth</p> <p>Investigate human/physical themes and land use at more than one scale e.g. forest size/ scale</p> <p>Collect and record evidence e.g. annual rainfall in forests around the world</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps/ amount of rainfall</p> | <p>Begin to suggest questions for investigating related to their topics</p> <p>Begin to use primary and secondary sources of evidence in their investigations</p> <p>Begin to investigate human/physical land use with more emphasis on the larger scale; contrasting and distant places e.g. UK with Australia</p> <p>Collect and record evidence unaided e.g. mountain height</p> <p>Analyse evidence and draw conclusions. Compare geographical maps of varying scales and the temperature of various mountain regions</p> | <p>Suggest questions for investigating related to their topics</p> <p>Use primary and secondary sources of evidence in their investigations into climate change</p> <p>Investigate human/physical land use with more emphasis on the larger scale; contrasting and distant places e.g. pollution around the world</p> <p>Collect and record evidence unaided e.g. carbon emissions from countries</p> <p>Analyse evidence and draw conclusions e.g. from field work data (RobnWood residential visit) on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> |



## Direction/Location

| FS2                                                                                                                                           | Year 1                                                                                                                                                                                | Year 2                                                                                                   | Year 3                                                                                                                            | Year 4                                                                                                                                          | Year 5                                                                                      | Year 6                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints | Follow directions (Up, down, left/right, near/far forwards/backwards)<br><br>Use directional and locational language to find and familiarise themselves with features on a simple map | Follow directions (as year 1 and include NSEW) and describe the location of features and routes on a map | Use 4 compass points to follow/give directions:<br><br>Use letter/number co-ordinates to locate key features and places on a map. | Use 4 compass points well:<br><br>Begin to use 8 compass points;<br><br>Use letter/number co-ordinates to locate features on a map confidently. | Use 8 compass points;<br><br>Begin to use 4 figure co-ordinates to locate features on a map | Use 8 compass points confidently and accurately;<br><br>Use 4 figure co-ordinates confidently to locate features on a map<br><br>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. |



## Drawing Maps

| FS2                                                                                   | Year 1                                                                                   | Year 2                                                                   | Year 3                                                                                                    | Year 4                                                                                                                                  | Year 5                                                                                                                                                               | Year 6                                                                                                                |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| May enjoy making simple maps of familiar and imaginative environments, with landmarks | Draw picture maps of imaginary places and from stories and a simple map of the classroom | Draw a map of a real or imaginary place. e.g. add detail to a sketch map | Try to make a map of an area studied e.g. the Amazon rainforest<br><br>Try to make a simple scale drawing | Make a map of a short route experienced, with features in correct order e.g. through Sherwood Forest<br><br>Make a simple scale drawing | Begin to draw a variety of thematic maps based on their own data e.g. temperature<br><br>Begin to visualise height by using contour lines in maps and scale drawings | Draw a variety of thematic maps based on their own data.<br><br>Begin to draw maps and plans of increasing complexity |



## Representation

| FS2                                                                                   | Year 1                                             | Year 2                                                                                                            | Year 3                                                                                  | Year 4                                                                                             | Year 5                                                                                                    | Year 6                                                                                                   |
|---------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| May enjoy making simple maps of familiar and imaginative environments, with landmarks | Use own symbols creating an imaginary treasure map | Begin to understand the need for a key and use class agreed symbols to make a simple key about the Isle of Struay | Begin to understand why a universal key is needed<br><br>Begin to use standard symbols. | Know the need for a key<br><br>Begin to recognise and use common symbols on an OS map/ in an atlas | Draw a sketch map using basic symbols, contour lines and a key<br>Use and recognise common OS map symbols | Draw a sketch map using symbols, contour lines and a key<br><br>Confidently use/recognise OS map symbols |



## Using Maps

| FS2                                                                                         | Year 1                                                                                                                                                 | Year 2                                                                                                                                                                       | Year 3                                                                                                                                                                                                                                                                                  | Year 4                                                                                                                                                            | Year 5                                                                                                                                                                                                                                                                           | Year 6                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Draw information from a simple map (e.g mapping Supertato's journey around the supermarket) | Use a simple picture map to move around Bacon Garth Primary School and recognise familiar features<br><br>Recognise that the map represents the school | Follow a route on a map.<br><br>Use a plan view such as Google Earth<br><br>Use an infant atlas to locate places including capital cities of the UK and the surrounding seas | Locate places on larger scale maps e.g. focus on South America and Brazil's key physical and human characteristics<br><br>Follow a route on a map (along the Holderness Coast) with some accuracy.<br><br>Identify the position and significance of various zones/lines e.g the equator | Locate places on large scale maps, (e.g. Find UK and countries in Africa on a globe)<br><br>Follow a route on a large scale map (e.g. the journey of the Titanic) | Compare maps with pictures/ aerial photographs.<br><br>Select a map for a specific purpose. (e.g. Pick an atlas to find Mt Snowden, OS map to find local village.)<br><br>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) | Follow a short route on an OS map (during residential trip to RobinWood).<br>Describe features shown on OS map.<br><br>Independently locate places on a world map<br><br>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns, population density) |



## Perspective

| FS2                                                                       | Year 1                             | Year 2                                       | Year 3                                            | Year 4                                   | Year 5                                  | Year 6                          |
|---------------------------------------------------------------------------|------------------------------------|----------------------------------------------|---------------------------------------------------|------------------------------------------|-----------------------------------------|---------------------------------|
| Looks closely at similarities, differences, patterns and change in nature | Draw around objects to make a plan | Look down on objects to make a plan view map | Begin to draw a sketch map from a high view point | Draw a sketch map from a high view point | Draw a plan view map with some accuracy | Draw a plan view map accurately |



## Scale/Distance

| F52                                                                                                  | Year 1                                                                                                         | Year 2                                                                                                         | Year 3                                                                                                      | Year 4                                                                                               | Year 5                                                                                                                                                       | Year 6                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knows about similarities and differences in relation to places, objects, materials and living things | Use relative vocabulary (e.g. bigger/smaller, like/dislike)<br><br>Discuss the size of UK in relation to China | Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map in relation to Japan) | Begin to match boundaries (e.g. find same boundaries of countries in South America on different scale maps) | Begin to match boundaries (e.g. find same boundaries of countries in Africa on different scale maps) | Measure straight line distances on a plan and begin to use scales in an atlas<br><br>Find/recognise places on maps of different scales. (e.g. Mount Everest) | Use a scale to measure and judge distances.<br><br>Draw/use maps and plans at a range of scales to draw river courses and illustrate the journey of a river |



## Style and features of Maps

| F52                                                                                                                                                                                   | Year 1                      | Year 2                                                                                                                                                                               | Year 3                                                                                                                                                                                   | Year 4                                                                                                                                                                                | Year 5                                                                                                                                                                                                 | Year 6                                                                                                                                                    |
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| Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. | Use picture maps and globes | Distinguish between land and sea on a globe<br><br>Use teacher drawn base maps.<br><br>Use large-scale OS maps.<br><br>Use an infant atlas to find the Equator and North/South poles | Use large scale OS maps to look at the Holderness Coast<br><br>Begin to use map sites on internet and Google Earth<br><br>Begin to use junior atlases to locate South American countries | Use large and medium scale OS maps<br><br>Use junior atlases to locate African countries / volcanoes<br><br>Use Internet mapping sites<br><br>Identify features on aerial photographs | Use index pages within atlases to find and locate mountains, rivers and cities<br><br>Use medium scale OS maps and Internet mapping<br><br>Understand contour lines in relation to height and land use | Use OS maps and Internet mapping confidently<br><br>Comfortably use an atlas including index/contents<br><br>Recognise the world map as a flattened globe |



## Map Knowledge

| FS2                                 | Year 1                                                                                                                          | Year 2                                                                                                                                   | Year 3                                                                                                         | Year 4                                                                                                         | Year 5                                                                                                                  | Year 6                                                                                                |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Draw information from a simple map. | Learn names of some places within/around the UK. e.g. Cottingham, capital cities of the UK, nearby countries e.g. Wales, France | Locate and name on a UK map major features e.g. Hull, River Hull, London, River Thames, home location, North Sea, Pacific/Atlantic Ocean | Begin to name and locate counties and cities of the UK e.g. Yorkshire, Lancashire, Manchester, Birmingham etc. | Begin to identify significant places and environments e.g. forests, volcanoes, arid regions, tropical climates | Identify significant places and environments e.g. mountain regions and mountains, Australia and its territories/ cities | Confidently identify topographical features, significant places and environments throughout the world |



## Computing in Geography

| FS2                                                          | Year 1                                                                          | Year 2                                                                                                                                                  | Year 3                                                                                                                                    | Year 4                                                                                                                                                                                                         | Year 5                                                                                                                                                                                                                                 | Year 6                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Uses ICT hardware to interact with age appropriate software, | Use mapping sites and online images to show children locations of areas studied | Introduce Google Earth to look at plan views and begin to use mapping sites and related web-sites to show children locations/ features of areas studied | Use Internet mapping sites on internet and Google Earth.<br><br>Begin to research areas/ features of the topic using web-sites and images | Use Internet mapping sites<br><br>Begin to use the Internet to independently research different aspects of the topic<br><br>Begin to identify features using aerial pictures/ web-sites including Google Earth | Use Internet mapping sites<br><br>Use the Internet to independently research various aspects of the topic and locate places and significant landmarks<br><br>Identify features using aerial pictures/ web-sites including Google Earth | Confidently use Internet mapping sites<br><br>Independently research various aspects of the topic and locate places and significant landmarks using a variety of web-sites<br><br>Independently identify features using aerial pictures/ web-sites including Google Earth |

