



	Year 1	Year 2		Year 4 / Year 5		
			Year 3 / Year 4		Year 5 / Year 6	
Geographical enquiry	<ul style="list-style-type: none"> • 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 a local area. 	<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions: Where is it? What's it like? • Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information. • 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 atlases 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 simple conclusions eg. why the temperature in two locations is different. 	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. • Use satellite images and aerial photographs as sources. • Collect and record evidence with some aid. • Analyse evidence and draw conclusions e.g. make comparisons between locations using 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 investigation. • Investigate places with more emphasis on the larger scale, contrasting with distant places. • Collect and record evidence unaided. • Analyse evidence and draw conclusions e.g. compare 	<ul style="list-style-type: none"> • Suggest questions for investigating. • Use primary and secondary sources in their investigation. • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature.



					historical maps of varying scales/analysing the impact of temperature on peoples' lives in various locations.	
Direction/Location	<ul style="list-style-type: none"> • Follow directions (up, down, left/right, forwards/backwards). 	<ul style="list-style-type: none"> • Follow directions (North, South, East, West). 	<ul style="list-style-type: none"> • Use 4 compass points to follow/give directions. • Begin to use letter/number co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> • Begin to use 8 compass points. • Use letter/number co-ordinates confidently. 	<ul style="list-style-type: none"> • Use 8 compass points. • Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> • Begin to use 6 figure grid references. • 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. 	<ul style="list-style-type: none"> • Make a map of a short route experienced, with features in the correct order. 	<ul style="list-style-type: none"> • Make a simple scale drawing of a short route experienced, linking the scale to features that they have experienced. 	<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"> • Begin to draw maps and plans of increasing complexity.
Representation	<ul style="list-style-type: none"> • Use own symbols on an imaginary map. 	<ul style="list-style-type: none"> • Use class agreed symbols to make a simple key. 	<ul style="list-style-type: none"> • Understand why a key is needed. • Use standard symbols. 	<ul style="list-style-type: none"> • Begin to recognise symbols on an OS map. 	<ul style="list-style-type: none"> • Draw a sketch map using symbols and a key. 	<ul style="list-style-type: none"> • Use atlas symbols.



					<ul style="list-style-type: none"> •Use OS map symbols. 	
Using maps	<ul style="list-style-type: none"> •Use a simple picture map to move around the school. •Recognise that a map is about a place. 	<ul style="list-style-type: none"> •Follow a route on a map. •Use a plan view. •Use an infant atlas to locate places. 	<ul style="list-style-type: none"> •Locate places on larger scale maps e.g. map of Europe. •Follow a route on a map with some accuracy e.g. whilst orienteering. 	<ul style="list-style-type: none"> •Locate places on large scale maps e.g. find UK or India on a globe. •Follow a route on a large scale map. 	<ul style="list-style-type: none"> •Compare maps with aerial photographs. •Select a map for a specific purpose. •Begin to use atlases to find out about other features of places. 	<ul style="list-style-type: none"> •Follow a short route on an OS map. •Describe features shown on an OS map. •Locate places on a world map.
Scale/Distance	<ul style="list-style-type: none"> •Use relative vocabulary (bigger/smaller). 	<ul style="list-style-type: none"> •Begin to spatially match places e.g. recognise the UK on a small scale and larger scale map. 	<ul style="list-style-type: none"> •Begin to match boundaries e.g. find same boundary of a country on different scale maps. 	<ul style="list-style-type: none"> •Match more complex boundaries e.g. find same boundary of a county on different scale maps. 	<ul style="list-style-type: none"> •Measure straight line distances on a plan. •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 of a range of scales.
Perspective	<ul style="list-style-type: none"> •Draw around objects to make a plan. 	<ul style="list-style-type: none"> •Look down on object to make a plan view map. 	<ul style="list-style-type: none"> •Begin to sketch maps from a high view point. 	<ul style="list-style-type: none"> •Draw a high view point sketch map accurately. 	<ul style="list-style-type: none"> •Draw a plan view map. 	<ul style="list-style-type: none"> •Draw a plan view map accurately.
Map knowledge	<ul style="list-style-type: none"> •Learn names of some places within/around the UK e.g. home 	<ul style="list-style-type: none"> •Locate and name major features on a UK map e.g. 	<ul style="list-style-type: none"> •Begin to identify different 	<ul style="list-style-type: none"> •Begin to identify significant places and environments. 	<ul style="list-style-type: none"> •Identify significant places and 	<ul style="list-style-type: none"> •Quickly and confidently identify significant places



	town, cities, Wales, France	London, River Thames.	points on a map.		environments accurately.	and environments.
Style of map	<ul style="list-style-type: none">•Picture maps and globes.	<ul style="list-style-type: none">•Find land/sea on a globe.•Use teacher draw base maps, large scale OS maps, infant atlas.	<ul style="list-style-type: none">•Use map sites on the internet.•Use junior atlases.	<ul style="list-style-type: none">•Use large and medium scale OS maps.•Identify features on aerial/oblique photographs.	<ul style="list-style-type: none">•Use index and contents pages within atlases.•Use medium scale land range OS maps.	<ul style="list-style-type: none">•Use any OS map.•Recognise world map as a flattened globe.