

Teach a child in the way they should go and when they are old, they will not depart from it' Proverbs 22:6



Lacock C of E Primary School Geography Skills Progression

	EYFS	KS1	Lower KS2	Upper KS2	
Enquiry and investigation 	To ask questions to find out more and to check they understand what has been said to them.	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	Ask and answer more searching geographical questions when investigating different places and environments.	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?	
		Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Make predictions and test simple hypotheses about people, places and geographical issues.	
		Show care and concern for living things and the environment.	Recognise geographical issues affecting people in different places and environments.		
Fieldwork 	To respect and care for the natural environment.	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.	Identify seasonal and daily weather patterns.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	
	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Observe and describe daily weather patterns.	Develop fieldwork and observational skills when studying the geography of their school and local environment.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.	
		Use simple fieldwork and observational skills when studying the geography of their school and its surroundings.	Observe, record, and name geographical features in their local environments.		
Interpret a range of sources 	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	Use a range of sources such as simple maps, globes, atlases and images.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.	
		Know that symbols mean something on maps.	Use simple compass directions as well as locational and directional language when describing features and routes.	Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.	
				Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	
				Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.	
Communicate geographical information 	Study the human and physical geography of Lacock	Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.	
		Draw, speak or write about simple geographical concepts such as what they can see where.	Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.	Express their opinions on environmental issues and recognise that other people may think differently.	
		Create their own simple maps and symbols.		Communicate geographical information using a wide range of methods including writing at increasing length.	

Using maps 	Draw information from a simple map.	Use a simple map with symbols to spot features in the school grounds or in the local community.	Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Compare maps with aerial photographs.
		Use a simple picture map to move around the school	Use a plan view.	Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)
			Locate places on larger scale maps e.g. map of Europe.	Follow a short route on an OS map. Describe features shown on OS map.
			Recognise world map as a flattened globe.	Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
				Use index and contents page within atlases.
Drawing maps 	To explore the natural world around them.	Draw and create their own maps using real objects, and/or pictures and symbols.	Try to make a map of a short route experienced, with features in correct order.	Draw a variety of thematic maps based on their own data.
	To write words and labels using taught sounds.	Draw picture maps of imaginary places and from stories.	Make a simple scale drawing.	Begin to draw plans of increasing complexity.
		Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Make a map of a short route experienced, with features in correct order;	
Representation 	To know that information can be retrieved from books.	Look at signs and symbols on different types of maps for example in school, and the local community.	Know why a key is needed.	Draw a sketch map using symbols and a key;
	To write words and labels using taught sounds.	Use own symbols on imaginary map.	Use standard symbols.	Use/recognise OS map symbols.
		Use class agreed symbols to make a simple key.	Begin to recognise symbols on an OS map.	Use atlas symbols.