



Progression of Skills Curriculum at Scargill CE Primary School 2022-23

The Progression of Skills document outlines the key skills that we intend for our Geographers at Scargill to master. These skills have been developed from the National Curriculum and Paula Owens article, *Progression in Mapping*.

	Reception Geographers	Years 1 & 2 Geographers	Years 3 & 4 Geographers	Years 5 & 6 Geographers
Geographical Enquiry	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books and pictures as sources of information, including aerial and plan view. Investigate their surroundings. Make observations about where things are (e.g. within school or local area). Identify seasonal and daily weather patterns in their local area and the location of hot and cold areas in relation to the equator and poles. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions (e.g. Where is it? What is it like?). Begin to use books, stories, maps, pictures, photos and the internet as sources of information. Investigate their surroundings with more confidence. Make appropriate observations about why things happen. Make simple comparisons between features of different places. Identify seasonal and daily weather patterns in the UK. 	<ul style="list-style-type: none"> Begin to ask and initiate geographical questions. Use books, stories, atlases, pictures, photos and the internet as sources of information confidently. Investigate places and themes at more than one scale. Investigate places and themes at more than one scale. Begin to collect and record evidence with some support. Analyse evidence and begin to draw simple conclusions (e.g. make comparisons between two locations using photos and/or pictures, temperatures in different locations). 	<ul style="list-style-type: none"> Extend use of aerial images to satellite photographs. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the large scale; contrasting and distant places. Begin to collect and record evidence unaided. Analyse evidence and draw conclusions (e.g. compare historical maps of varying scales. e.g. temperature of various locations – influence on people and everyday life).
Using and Interpreting	<ul style="list-style-type: none"> Derive information from a simple map. Use a simple plan map of the school grounds to find and/or mark in features. Follow a simple route at a local scale, using familiar landmarks. Use journey sticks or strings to create simple drawn maps. 	<ul style="list-style-type: none"> Begin to use atlases, maps and globes. Find information on aerial photographs. Know that maps give information about the world (where and what?). Follow a route on a prepared map. Recognise simple features on maps such as buildings, roads and fields. Recognise that maps need a title. Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. Begin explaining why places are where they are. 	<ul style="list-style-type: none"> Use atlases, maps and globes with more confidence. Use large scale maps outside. Use maps at more than one scale. Make and use simple route maps. Locate photos of features on maps. Use oblique and aerial views. Recognise some patterns on maps and begin to explain what they show. Give maps a title to show their purpose. Use thematic maps. Explain what places are like using maps at a local scale. 	<ul style="list-style-type: none"> Relate maps to each other and to vertical aerial photographs. Follow routes on maps saying what is seen. Use index and contents pages of an atlas. Use thematic maps for specific purposes. Understand that purpose, scale and symbols and style are related. Appreciate different map projections. Interpret distribution maps and use thematic maps for information. Follow a route on 1:50,000 Ordnance Survey (OS) map; and describe and interpret relief features.



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Position and Orientation	<ul style="list-style-type: none"> Point to North and South Poles on a globe. Use a compass to identify the direction of North. Begin to use directional language including 'right' and 'left'. 	<ul style="list-style-type: none"> To use directional vocabulary confidently. Can say which direction North (N), South (S), East (E) and West (W) are for example, using a compass in the playground. Understand which direction North is on an Ordnance Survey (OS) map. 	<ul style="list-style-type: none"> Use simple grids. Give direction instructions up to 8 cardinal points. Use 4-figure coordinates to locate features. Understand that 6-figure Grid References can help you find a place more accurately than 4-figure coordinates. 	<ul style="list-style-type: none"> Use 4 and 6-figure coordinates to locate features. Give directions and instructions to 8 cardinal points. Align a map with a route. Use latitude and longitude in an atlas or globe.
Drawing	<ul style="list-style-type: none"> Draw and create simple maps from memory about features and a familiar environment (e.g. home or the school grounds). 	<ul style="list-style-type: none"> Draw a simple map (real or imaginary places) for example, freehand maps of gardens, watery places, route maps and places in stories. 	<ul style="list-style-type: none"> Make a map of a short route with features in the correct order. Make a map of a small area with features in correct places. 	<ul style="list-style-type: none"> Make sketch maps of an area using symbols and key. Make a plan for example, garden, play park; with scale. Design maps from descriptions. Draw thematic maps for example local open spaces. Draw scale plans.
Symbols	<ul style="list-style-type: none"> Begin to use simple symbols on maps to show features and journeys. Recognise the use of symbols on maps and what they mean. 	<ul style="list-style-type: none"> Use symbols on maps (own and agreed symbols). Know that symbols mean something on a map. Find a given Ordnance Survey (OS) symbol on a map with support. Beginning to realise and understand why maps need a key. 	<ul style="list-style-type: none"> Use plan views regularly. Give maps a key with standard symbols. Use some Ordnance Survey (OS) symbols. 	<ul style="list-style-type: none"> Use agreed and Ordnance Survey (OS) symbols. Appreciate maps cannot show everything. Use standard symbols. Know 1:50.000 symbols and atlases.
Perspective and Scale	<ul style="list-style-type: none"> Start to gain knowledge of their own country and its features. Zoom in to a map to find the school using a postcode. Know that you need to zoom out to see a larger area. 	<ul style="list-style-type: none"> Can look down on objects and make a plan for example, on desk, high window to playground. Draw objects to scale (e.g. on table or tray using squared paper 1:1 first, then 1:2 and so on). Use large scale, vertical aerial photographs. Understand that when you 'zoom in', you see a smaller area in more detail. 	<ul style="list-style-type: none"> Use maps and aerial views to help me talk about for example, views from high places. Use models and maps to talk about contours and slopes. Use a linear scale to measure rivers. Use the scale bar to estimate distance. Use the scale bar to calculate some distances. 	<ul style="list-style-type: none"> Use a range of viewpoints up to satellite. Use a scale bar on all maps. Describe height and slope using maps, fieldwork and photographs. Make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm² = 1m². Read and compare map scales. Draw measured plans for example, from field data.
Digital Map Making	<ul style="list-style-type: none"> Start to gain knowledge on how to manipulate and annotate large scale maps, adding simple text, markers and photographs. 	<ul style="list-style-type: none"> Find places using a postcode or simple name search. Add simple information to maps for example, labels and markers. Draw around simple shapes and explain what they are on the map (e.g. houses) Use the measuring tool, with support, to show distance (e.g. the distance from houses to school). Zoom in and out of a map. Draw a simple route. Highlight areas and add images to a map. 	<ul style="list-style-type: none"> Use the zoom function to locate places and explore places at different scales. Add a range of annotation labels and text to help me explain features and places. Highlight an area on a map and measure it using the Area Measurement Tool. Use grid references in the search function. Use the grid reference tool to record a location. Highlight areas within a given radius. 	<ul style="list-style-type: none"> Find 6-figure grid references and check using the Grid Reference Tool. Combine area and point markers to illustrate a theme. Use maps at different scales to illustrate a story or an issue. Use maps to research factual information about locations and features. Use linear and area measuring tools accurately.