

## Progression of Geographical Skills & Age Related Expectations

| <b>Map knowledge</b> |   |   |   |   |  |  |  |
|----------------------|---|---|---|---|--|--|--|
|                      | <i>Year R</i>   | <i>Year 1</i>   | <i>Year 2</i>   | <i>Year 3</i>   | <i>Year 4</i>  | <i>Year 5</i>  | <i>Year 6</i>  |
| UK Locations         | <p>Begin to identify and name local county, cities, etc, school</p> <p>Start to understand the UK is an island, surrounded by water</p> | <p>Identify and name local county, cities, school</p> <p>Begin to identify 4 countries of the UK and their capital cities</p> <p>Start to name and identify key bodies of water around the UK</p> <p>Start to identify key topographical features local to them (within county) rivers, mountains, etc.</p> | <p>Identify their own county on a map<br/>Think about its human and physical features</p> <p>Begin to identify and name counties that are bordering their county</p> <p>Know and identify the 4 countries, capitals and seas and locate on a map</p> <p>Begin to know key topographical features ( rivers, mountains, coasts) in their county and in a bordering county</p> | <p>Identify counties bordering them and begin to name/locate countries not bordering them (England)</p> <p>Compare their home county to another looking at the human and physical features (England)</p> <p>Identify and locate some key topographical features of the 4 countries of the United Kingdom.</p> | <p>Begin to identify and locate other counties in the UK</p> <p>Compare their county and another to each other – physical and human geography – UK</p> <p>Compare and contrast a key topographical feature in their own county with another county/country</p> | <p>Identify counties of the 4 countries of the UK</p> <p>Compare two counties within the UK (physical and human geography)</p> <p>Compare and contrast a key topographical feature between counties of the UK</p> <p>Begin to understand how key topographical features change over time (locally)</p> | <p>Identify key cities within counties of the UK</p> <p>Compare and contrast two cities of counties within the UK</p> <p>Begin to evaluate key topographical features and how they/it impact of a city or a county in the UK.</p> <p>Understand how key topographical features change over time within the 4 countries of the United Kingdom</p> |

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|--|--|---|--|---|---|--|---|
| <p>World Locations</p> <p>→ KS2 skills may need to adapt to authentically compliment the learning of other subjects.</p> | <p>Start to recognise a map of the world</p> <p>Identify land and sea</p> <p>Begin to name other countries (topic relevance)</p> | <p>Begin to understand what a continent and an ocean is</p> <p>Begin to name the 7 continents and 5 oceans and begin to use directional and positional vocabulary</p> <p>Begin to name key countries within Europe</p> <p>Begin to understand that other European countries are different from the UK (physical and human – similarities/differences)</p> | <p>Identify the 7 continents and 5 oceans; use simple directional and positional vocabulary to describe where they are (e.g. Up/North)</p> <p>Begin to identify non-European countries</p> <p>Understand and study the similarities and differences of P&amp;H features of a small area (county) of the UK compared with a non-European country (small area)</p> | <p>Identify the 7 continents and 5 oceans: using key directional and key positional vocabulary, begin to understand longitude and latitude</p> <p>Identify key countries within Europe (including Russia)</p> <p>Begin to explore European countries: environmental region, human and physical characteristics, major cities.</p> | <p>Identify the 7 continents and 5 oceans: use key dirc &amp; pos vocab and can identify and understand L &amp;L</p> <p>Identify features of non-European countries/region within North and South America</p> <p>Begin to explore Non-European countries: environmental region, human and physical characteristics, major cities.</p> | <p>Identify the 7 continents and 5 oceans: Begin to understand positional vocabulary /concepts</p> <p>Identify features of non-European countries/regions – Asia/Middle East</p> | <p>Identify the 7 continents and 5 oceans: Use and understand positional vocabulary /concepts</p> |
|--|--|---|--|---|---|--|---|

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| <b>Map Vocabulary</b>  |   |   |   |   |   |  |  |
|------------------------|---|---|---|---|---|--|--|
|                        | <i>Year R</i>   | <i>Year 1</i>   | <i>Year 2</i>   | <i>Year 3</i>   | <i>Year 4</i>   | <i>Year 5</i>  | <i>Year 6</i>  |
| Positional Vocabulary  | Introduce - South Pole, North Pole                                  | South Pole, North Pole  | Equator, South Pole, North Pole   | Equator, Northern Hemisphere, Southern Hemisphere, Longitude and Latitude | Equator, Northern Hemisphere, Southern Hemisphere, Longitude and Latitude | Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Time Zones, Prime/Greenwich Meridian | Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Time Zones, Prime/Greenwich Meridian |
| Directional Vocabulary | Up, down, left, right, near, far, bigger/smaller, similar/different | Up, down, left, right, near, far, North, East, South, West, bigger/smaller, like/dislike, similar/different | Up, down, left, right, near, far, North, East, South, West, bigger/smaller, like/dislike, similar/different | North, Northeast, East, Southeast, South, Southwest, West, Northwest      | North, Northeast, East, Southeast, South, Southwest, West, Northwest      | North, Northeast, East, Southeast, South, Southwest, West, Northwest   | North, Northeast, East, Southeast, South, Southwest, West, Northwest   |

| <b>Map Skills</b> |   |  |                                     |  |                               |   |   |
|-------------------|---|--|-------------------------------------|--|-------------------------------|---|---|
|                   | <i>Year R</i>                             | <i>Year 1</i>                                | <i>Year 2</i>                       | <i>Year 3</i>                          | <i>Year 4</i>                 | <i>Year 5</i>   | <i>Year 6</i>   |
| Grid References   | Begins to understand the purpose of maps. | Begins to use letter and number co-ordinates | Uses letter and number co-ordinates | Begins to use 4 figure grid references | Uses 4 figure grid references | Uses 4 figure grid references<br>Begins to use 6 figure grid references | Uses 4 figure grid references<br>Begins to use 6 figure grid references |

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|                |   |  |   |   |   |   |   |
|----------------|---|--|---|---|---|---|---|
|                | Has a go at drawing/ creating own map of a familiar or imaginary area |  |   |   |   | Begins to use latitude and longitude                          | Uses latitude and longitude                                   |
| Compass points |   | Begins to use 4 point compass directions to follow and give directions   | Uses 4 point compass directions to follow and give directions   | Begins to Use 8 point compass directions to follow and give directions  | Begins to Use 8 point compass directions to follow and give directions  | Uses 8 point compass directions to follow and give directions | Uses 8 point compass directions to follow and give directions |
| Map work       |   | <p>Draws a simple map from imagination, stories or knowledge</p> <p>Begins to create and use symbols in a key</p> <p>Begins to interpret symbols on a map</p> <p>Describe features and routes on a map</p> | <p>Draws a simple map from imagination, stories or knowledge</p> <p>Create and use symbols in a key</p> <p>Interpret symbols on a map</p> <p>Describe features and routes on a map</p> <p>Give and follow directions and route n a detailed map</p> | <p>Draw a map of a short route from knowledge and journeys</p> <p>Begins to use OS symbols in a key</p> <p>Begins to interpret symbols on a map</p> | <p>Draw a map of a short route from knowledge and journeys</p> <p>Use OS symbols in a key</p> <p>Interpret symbols on a map</p> | Begins to show detail and accuracy when drawing maps          | Draws maps with detail and accuracy                           |

