







DRAYTON PARK SCHOOL

Geography Skills Progression Map

	Nursery	Reception & Year 1	Years 2 & 3	Years 4 & 5	Year 6
<p>Geographical Enquiry</p> 	<ul style="list-style-type: none"> - Use information books / pictures as sources of information. - Comment and ask questions about aspects of their familiar world, such as the place where they live. 	<ul style="list-style-type: none"> - Teacher led enquiry, asking and responding to simple closed questions. - Ask simple questions such as, What is it like to live in this place? - Investigate their surroundings by talking to people, examining photographs and simple maps and by visiting places. - Make observations about where things are within the school and local area. - Use photographs to recognise landmarks and basic human and physical features. - Describe some similarities and differences when studying places and 	<ul style="list-style-type: none"> - Encourage children to ask and answer simple geographical questions when investigating different places and environments. - Use non-fiction books, stories, atlases, photos (including aerial photographs) / pictures and the internet as sources of information. - Investigate their surroundings, recognising landmarks and basic human and physical features and make simple comparisons between features of different places (for example, comparing their lives to those of children in a different location/environment). - Make appropriate observations about why 	<ul style="list-style-type: none"> - Ask and respond to more searching geographical questions such as, 'How?' and 'Why?' and offer their own ideas. - Ask and respond to causal questions such as, 'Why is that happening in that place?' and 'Could it happen here?' - Begin to suggest questions for investigating. - Collect and record evidence (with some support where needed). - Analyse evidence and draw conclusions. For example, make comparisons between locations, environments and people, photos, pictures and maps and compare historical maps of varying scales. 	<ul style="list-style-type: none"> - Ask and respond to causal questions such as, 'What happened in the past to cause that?' and 'How is it likely to change the future?' - Suggest questions for investigating. - Use primary and secondary sources of evidence in their investigations. - Collect and record evidence unaided. - Analyse evidence and draw conclusions. For example, from fieldwork data on land use comparing land use / temperature, look at patterns and explain reasons behind it. - Make predictions and test simple hypotheses about people, places and

		features. For example, hot and cold places in the world.	things happen. - Begin to collect and record evidence.		geographical issues.
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Fieldwork 	<ul style="list-style-type: none"> - Encourage awareness of the features of school and their home environments. - Find out about the environment by talking to people / listening to members of the community. 	<ul style="list-style-type: none"> - Use simple fieldwork and observational skills to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. - Find out about the environment by talking to people, examining simple photographs, simple maps and by visiting local places. - Observe and describe daily weather patterns. 	<ul style="list-style-type: none"> - Use simple fieldwork and observational skills to observe, record and describe geographical features in the local environment. - Use fieldwork equipment such as cameras, audio equipment and rain gauges to record geographical features, changes and differences. 	<ul style="list-style-type: none"> - Use fieldwork to observe, measure, record and explain the human and physical features in the local area using a range of methods, including maps, plans, graphs and technology. - Record results in different ways. - Discuss the effectiveness of different geographical representations of a location. - Use fieldwork equipment such as cameras, audio equipment, compasses and stop watches to record geographical features, changes and differences. 	<ul style="list-style-type: none"> - Use a range of numerical and quantitative skills to analyse, interpret and present data collected from the fieldwork observations, measurements and recordings. - Use fieldwork equipment such as cameras, audio equipment, compasses and stop watches to record geographical features, changes and differences.

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<p>Using Maps</p> 	<ul style="list-style-type: none"> - Draw a simple map of a real or imaginary place. - Look at signs or symbols on different types of maps at school or in the local community. 	<ul style="list-style-type: none"> - Use a simple map, with symbols, to spot features in the school grounds or in their community. And recognise simple features on maps such as buildings, roads and fields. - To understand that maps give information about places in the world. - Locate land and sea on maps. - Recognise that maps need titles. - Know which direction is North on a map. - Draw a simple map. - Follow a route on a map, starting with a picture map of the school. 	<ul style="list-style-type: none"> - Draw simple maps, using and constructing basic symbols in a map key. - Begin to understand why maps need a key. - To recognise and use standard atlas symbols. - To know the four points on a compass. - Use and interpret a range of maps and globes at different scales (using some to develop our knowledge of the British Isles). - Use large scale maps and aerial/oblique photos of the school and the local area, beginning to identify features of these. Also begin to use junior atlases and map sites on the internet. - Use the zoom feature of digital maps and understand that zooming in/out means more/less detail can be seen. 	<ul style="list-style-type: none"> - Use junior atlases and map sites on the internet. - Find local places on an ordnance survey map and understand the definitions of 'human feature' and 'physical feature' and how they are represented on these maps. - Investigate what symbols are used on ordnance survey maps. - Know how land height is shown on ordnance survey maps. - Know what a contour line is and why they are used. - Locate places on large scale maps. Select a map for a specific purpose - for example, pick an Atlas to identify South America and an OS map to find a local village). - Follow a route on a large scale map. 	<ul style="list-style-type: none"> - Locate places on an O.S. map. - Read and use a six figure grid reference. - Understand how distance is represented on a map. - Follow a short route on an OS map and describe features. - Locate places on a world map. - Use atlases to find out about other features of places. - Draw a plan view map accurately. - Recognise the world map as a flattened globe. - Draw a variety of thematic maps based on their own data. - Begin to draw plans of increasing complexity.

			<ul style="list-style-type: none"> - Begin to draw a sketch map from a high viewpoint. - Attempt to make a simple scale drawing. 	<ul style="list-style-type: none"> - Sketch map from a high viewpoint /draw a plan view map with key and symbol and to some degree of accuracy. - Identify features on aerial/oblique photographs and compare maps with aerial photographs. - Make a scale drawing. - Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> - Use / recognise OS map symbols and atlas symbols.
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<p>Direction / Location</p> 	<ul style="list-style-type: none"> - Follow simple directions (up, down, left/right, forwards/backwards). 	<ul style="list-style-type: none"> - Follow directions (up, down, left/right, forwards/backwards). 	<ul style="list-style-type: none"> - Use four compass points to follow/give directions, using directional language to describe the location of features and routes on a map. - Use letter / number coordinates to locate features on a map. 	<ul style="list-style-type: none"> - Use four compass points to follow/give directions. - Begin to use eight compass points. - Use letter / number coordinates to locate features on a map. - Begin to use four figure coordinates to locate features on a map. 	<ul style="list-style-type: none"> - Use eight compass points accurately and confidently. - Use four figure coordinates to locate features on a map. - Begin to use six figure grid refs; use latitude and longitude on atlas maps.

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Other:		<ul style="list-style-type: none"> - Draw around objects to make a plan. - Use relative vocabulary (for example, bigger/smaller, like/dislike). 	<ul style="list-style-type: none"> - Begin to spatially match places (for example, recognise UK on a small scale and larger scale map) - Begin to match boundaries (for example, find the same boundary of a country on different scale maps). - Communicate geographical information through a range of methods including the use of ICT. 	<ul style="list-style-type: none"> - Begin to match boundaries (for example, find the same boundary of a country on different scale maps). - Measure straight line distances on a plan. - Find / recognise places on maps of different scales. - Express and explain their opinions on environmental and geographical issues and recognise that other people may think differently. 	<ul style="list-style-type: none"> - Use a scale to measure distances. - Draw/use maps and plans at a range of scales. - Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.