

*Synergy Schools Federation Geography Disciplinary skill Progression*

		<i>EYFS</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>
<b>Enquiry and Investigation</b>								
<i>Interpreting a range of sources and geographical information</i>		I can use simple maps, aerial photos, photographs and magnifiers to find out information about a place.	<ul style="list-style-type: none"> <li>I can use a range of sources (such as simple maps, globes, atlases, digital mapping, images and aerial photographs) to find out information about a place and locate buildings, roads and fields.)</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of sources (such as maps, globes, atlases, digital mapping, symbols, images and aerial photographs to identify features (schools, church, commercial buildings, rivers, residential areas) and places as well as to follow routes.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of sources including digital maps, atlases, globes, satellite images to research and present geographical information.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of sources including Ordnance Survey maps, atlases, globes and satellite images to research and present geographical information.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of maps and other sources of geographical information to select the most appropriate for a task.</li> </ul>	<ul style="list-style-type: none"> <li>I can use and interpret a wider range of geographical information and maps including scale, projections, thematic and digital maps.</li> </ul>
<i>Ask and answer questions</i>		I can comment on and ask questions about aspects of my familiar world, my immediate environment, and my school environment.	<ul style="list-style-type: none"> <li>I can begin to ask and answer simple geographical questions when investigating places and environments to answer my questions.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer simple geographical questions when investigating different places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer more searching geographical questions when investigating different places and environments and I can express my own opinions.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and respond to more searching geographical questions (including how and why), and can express my own opinions, recognising that others may think differently.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and respond to questions that are more causal and can express my opinions and give some reasons why others may have different points of view.</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently ask and respond to questions that are more causal and can express my opinions and recognise why others may have different points of view.</li> </ul>
<i>Compare</i>		<ul style="list-style-type: none"> <li>I can describe some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe some similarities, differences and patterns when studying places and features.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe a range of similarities and differences when studying places and features.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to identify similarities, differences and patterns when</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe similarities, differences and patterns when investigating</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise geographical issues affecting people in different</li> </ul>	<ul style="list-style-type: none"> <li>I can make predictions and test simple hypotheses about people, places and</li> </ul>

					comparing places and features.	different places, environments and people.	places and environments.	geographical issues.
<b>Map skills</b>								
<i>Using maps</i>	Strand 1	<ul style="list-style-type: none"> <li>I can use a simple map with symbols to identify a location.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to use maps of the UK, atlases, world maps and globes to identify locations studied.</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently use maps of the UK, atlases, world maps and globes to identify locations studied.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to use atlases, maps (large and small scale), globes, satellite images and some digital maps to locate countries studied.</li> </ul>	<ul style="list-style-type: none"> <li>I can use atlases, maps (large scale maps), globes, satellite images and digital maps to locate countries studied.</li> </ul>	<ul style="list-style-type: none"> <li>I can use atlases, map (including OS maps and maps at more than one scale) globes, satellite images and a range of digital maps to locate countries studied and know when it is appropriate to use each.</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently use atlases, maps (including OS maps and maps at more than one scale), globes, satellite images and digital maps to locate countries studied accurately and can select a map for a specific purpose.</li> </ul>
	Strand 2				<ul style="list-style-type: none"> <li>I can recognise that contours show height.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise that contours show height and slope</li> </ul>	<ul style="list-style-type: none"> <li>I can describe relief features on an Ordnance Survey map 1:50 000.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe and interpret relief features on an Ordnance Survey map 1:50 000</li> </ul>
<i>Position and Direction</i>		<ul style="list-style-type: none"> <li>I can follow simple directions.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to use directional vocabulary (up/down, left/right, behind/in front of) and can say which</li> </ul>	<ul style="list-style-type: none"> <li>I can follow directions North South, East and West and know which direction N is on an Ordnance Survey map.</li> </ul>	<ul style="list-style-type: none"> <li>I can use 4 compass points and 4 figure coordinates to follow/give directions and locate features on maps.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to use 8 compass points and begin to use 6 figure grid references to locate features on maps.</li> </ul>	<ul style="list-style-type: none"> <li>I can use 8 compass points and 4 and 6 figure grid references to locate features on maps.</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently use 6 figure grid references and latitude and longitude to locate features on maps.</li> </ul>

			direction N, S, E AND W is.					
<i>Symbols and features</i>		I can look at signs and symbols on different types of maps.	<ul style="list-style-type: none"> <li>I can use symbols and keys on maps to recognise features such as school, church, road, buildings, rivers, fields.</li> </ul>	<ul style="list-style-type: none"> <li>I can find a given Ordnance Survey symbol on a map with support and use simple keys to recognise features such as school, church, commercial buildings, rivers, residential areas.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to use some Ordnance Survey style symbols and a key to show both physical and human features and explain what a place is like. (schools, church, commercial buildings (factories, farms, shops, pubs) rivers, residential areas</li> </ul>	<ul style="list-style-type: none"> <li>I can use some Ordnance Survey style symbols and a key to show both physical and human features and explain what a place is like (factories, farms, shops, pubs) rivers, residential areas (parks, play areas, woodlands, villages, towns, hamlets).</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of Ordnance Survey symbols and keys to recognise, describe and explain key physical and human features in countries studied.</li> </ul>	<ul style="list-style-type: none"> <li>I know 1:50,000 symbols and atlas symbols and can use them to recognise, describe and explain key physical and human features in countries studied.</li> </ul>
<ul style="list-style-type: none"> <li><i>Digital mapping</i></li> </ul>		<ul style="list-style-type: none"> <li>I can use the zoom tool on a map programme.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to use simple digital mapping tools such as search tools, measuring tools and adding information using markers..</li> </ul>	<ul style="list-style-type: none"> <li>I can use digital mapping tools such as the postcode search, measuring tool and add labels and markers to maps and images.</li> </ul>	<ul style="list-style-type: none"> <li>I can use some digital mapping tools such as the zoom function, grid references in the search function and add labels.</li> </ul>	<ul style="list-style-type: none"> <li>I can use some digital mapping tools such as the zoom function, the grid reference tool, photograph</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to use digital mapping tools such as the linear and area measuring tool and grid reference tools to find</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to use digital mapping tools such as the linear and area measuring tool and grid reference tools to find 6</li> </ul>

						tool and labels and text tools.	6 figure grid references.	figure grid references accurately.
	<u>Fieldwork</u>							
<i>Collecting data</i>		I can collect data through taking photos.	<ul style="list-style-type: none"> <li>Collect data through simple surveys and taking photos.</li> </ul>	<ul style="list-style-type: none"> <li>I can collect data through simple field observations, surveys and taking photos.</li> </ul>	<ul style="list-style-type: none"> <li>I can gather data through structured fieldwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can conduct surveys or fieldwork activities to gather data.</li> </ul>	<ul style="list-style-type: none"> <li>Design and carry out surveys or fieldwork to collect relevant geographical data.</li> </ul>	<ul style="list-style-type: none"> <li>Collect data independently using appropriate methods and evaluate the quality of the evidence I collect.</li> </ul>
<i>Sketching/drawing</i>	Strand 1	I can draw a simple maps of the immediate environment and imaginary story settings.	<ul style="list-style-type: none"> <li>I can draw a simple map and sketch maps, sketching aspects of physical and human features adding simple labels and colours.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw simple maps and sketch maps, sketching aspects of physical and human features, adding colour, texture, detail and labels.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to draw freehand maps and pick out the key lines and features of a view in the field using a viewfinder to help, annotating sketches with descriptive labels and titles.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw freehand maps and pick out the key lines and features of a view in the field using a viewfinder to help, annotating sketches with a title, location, direction and descriptive and explanatory labels.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to draw a variety of sketch maps, scale plans and thematic maps of an area using symbols, a key and annotations to describe geographical processes and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently design and make sketch maps, scale plans and draw a variety of thematic maps and plans based on our own data, with increasing complexity, using symbols and annotations to describe and explain geographical processes and patterns.</li> </ul>
<i>Recording and representing data and information.</i>		<ul style="list-style-type: none"> <li>I can draw pictures to record data.</li> </ul>	<ul style="list-style-type: none"> <li>With support I can create a tally chart and pictogram of found information and draw simple</li> </ul>	<ul style="list-style-type: none"> <li>I can create a tally and pictogram to record data and information gathered. ).</li> </ul>	<ul style="list-style-type: none"> <li>I can use mathematical knowledge to represent data using appropriate methods (tally</li> </ul>	<ul style="list-style-type: none"> <li>I can use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart</li> </ul>	<ul style="list-style-type: none"> <li>I can use mathematical knowledge to represent data using appropriate methods</li> </ul>	<ul style="list-style-type: none"> <li>I can use mathematical knowledge to represent data using appropriate methods</li> </ul>

			pictures or diagrams to record data.		charts, bar chart and line graphs).	and line graphs, histograms and pie charts)	(including electronically on spreadsheets) and select and use a range of measuring instruments in investigations including a range of measurements both metric and non-metric.	(including electronically on spreadsheets) and select and use a range of measuring instruments in investigations including a range of measurements both metric and non-metric. I can compare and explain what data shows. .
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