

DECOY GEOGRAPHY SKILLS PROGRESSION



Geographical Enquiry						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>Ask and respond to simple closed questions led by teacher</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings in terms of the school, the local area, the wider community and the UK</p> <p>Make observations about where things are e.g. within school or local area</p>	<p>Ask simple geographical questions; Where is it? What's it like?</p> <p>Use books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings in the wider UK and start to contrast</p> <p>Make simple comparisons between features of different places using physical and human features.</p> <p>Make appropriate observations about why things happen.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence aided</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations</p> <p>photos/pictures/maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p> <p>Progress learning with appropriate development in skills around field work and map work</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale;</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.</p> <p>Progress learning with appropriate development in skills around field work and map work</p>
FIELDWORK						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questionnaires	<p>Listen to an adult asking another child or adult about familiar environments or activities</p>	<p>Ask a familiar person prepared</p> <p>Use a pro-forma and put ticks in boxes.</p>	<p>Gain confidence in speaking to an unfamiliar person.</p> <p>Records some of what they found out</p> <p>Use a simple database to present findings.</p>	<p>Suggest questions to ask as part of an investigation.</p> <p>Use appropriate geographical vocabulary.</p> <p>Record the main points shortly after</p> <p>Use a database to present findings.</p>	<p>Prepare questions for an interview.</p> <p>Use appropriate language and ask questions that are responsive to the interviewee's views.</p> <p>Make brief notes during an interview to help them make a clear record of the main points.</p> <p>Use a database to interrogate and amend information collected.</p>	<p>Select interviewing as an appropriate method for collecting evidence.</p> <p>Decide on an appropriate interviewee.</p> <p>Prepare and carry out interview, sometimes in a formal situation.</p> <p>Evaluate the quality of the evidence.</p> <p>Use a database to interrogate and amend information collected.</p>

Observation and Field sketching	Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches.	Draw an outline of simple features they observe. Add colour, texture and detail to prepared field sketches. Join labels to correct features.	Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help	Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate their sketch with descriptive and explanatory labels. Add title, location and direction to sketch.	Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation.	Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.
Photography	Recognise a photo taken by a teacher as a record of what they have seen.	Use a camera in the field with help to record what they have seen. Label the photo with help.	Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location.	Suggest how photos provide useful evidence for their investigations. Use a camera independently Locate a photo on a map. Annotate the photo.	Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations.	Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.
Measurement	Use everyday language to describe features <i>E.g. bigger, smaller than.</i>	Use every day non-standard units <i>E.g. hands for length.</i> Counts the number of. <i>E.g. children who come to school by car.</i>	Use every day standard and non-standard units occasionally Begin to organise recordings.	Use easy to read instruments Count and record different types at the same time using a tally. Organise results in a spreadsheet.	Select and use a range of measuring instruments in investigations. Design own census, pilot, with help, and evaluate it.	Select and use a range of measuring instruments in investigations. Design own census, pilot and evaluate it.

MAPSKILLS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Direction/ Location	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Use/recognise OS map symbols; Use atlas symbols.

Using maps	Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out about other features of places	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places
Scale/Distance	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales.	Use a scale to measure distances. Draw/use maps and plans at a range of scales.