

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Geographical enquiry	<p>*Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>* Use information books/pictures as sources of information.</p> <p>* Investigate their surroundings</p> <p>* Make observations about where things are e.g. within school or local area.</p>	<p>*Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>* Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>* Investigate their surroundings</p> <p>* Make appropriate observations about why things happen.</p> <p>* Make simple comparisons between features of different places.</p>	<p>*Begin to ask/initiate geographical questions.</p> <p>* Use NF 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</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 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>*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; contrasting and distant places</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>
Direction/Location	<p>* Follow directions (Up, down, left/right, forwards/backwards)</p>	<p>* Follow directions (as yr 1 and inc'. NSEW)</p>	<p>* Use 4 compass points to follow/give directions:</p> <p>* Use letter/no. co-ordinates to locate features on a map.</p>	<p>*Use 4 compass points well:</p> <p>* Begin to use 8 compass points;</p> <p>* Use letter/no. co-ordinates to locate features on a map confidently.</p>	<p>*Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.</p>	<p>* Use 8 compass points confidently and accurately;</p> <p>* Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>* Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>
Drawing Maps	<p>* Draw picture maps of imaginary places and from stories.</p>	<p>*Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p>	<p>*Try to make a map of a short route experienced, with features in correct order;</p> <p>* Try to make a simple scale drawing.</p>	<p>*Make a map of a short route experienced, with features in correct order;</p> <p>*Make a simple scale drawing.</p>	<p>*Begin to draw a variety of thematic maps based on their own data.</p>	<p>*Draw a variety of thematic maps based on their own data.</p> <p>*Begin to draw plans of increasing complexity</p>
Representation	<p>* Use own symbols on imaginary map.</p>	<p>*Begin to understand the need for a key.</p> <p>*Use class agreed symbols to make a simple key.</p>	<p>*Know why a key is needed.</p> <p>* Use standard symbols.</p>	<p>*Know why a key is needed.</p> <p>* Begin to recognise symbols on an OS map.</p>	<p>*Draw a sketch map using symbols and a key;</p> <p>* Use/recognise OS map symbols.</p>	<p>*Use/recognise OS map symbols;</p> <p>*Use atlas symbols.</p>

Using Maps	<ul style="list-style-type: none"> *Use a simple picture map to move around the school; * Recognise that it is about a place. 	<ul style="list-style-type: none"> *Follow a route on a map. * Use a plan view. * Use an infant atlas to locate places. 	<ul style="list-style-type: none"> *Locate places on larger scale maps e.g. map of Europe. *Follow a route on a map with some accuracy. (e.g. whilst orienteering) 	<ul style="list-style-type: none"> *Locate places on large scale maps, (e.g. Find UK or India on globe) *Follow a route on a large scale map. 	<ul style="list-style-type: none"> *Compare maps with aerial photographs. * Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) * Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) 	<ul style="list-style-type: none"> *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. (e.g. mountain regions, weather patterns)
Scale/Distance	<ul style="list-style-type: none"> *Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> *Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> *Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> *Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) 	<ul style="list-style-type: none"> *Measure straight line distance on a plan. * Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> *Use a scale to measure distances. * Draw/use maps and plans at a range of scales.
Perspective	<ul style="list-style-type: none"> *Draw around objects to make a plan. 	<ul style="list-style-type: none"> *Look down on objects to make a plan view map. 	<ul style="list-style-type: none"> *Begin to draw a sketch map from a high view point. 	<ul style="list-style-type: none"> *Draw a sketch map from a high view point. 	<ul style="list-style-type: none"> *Draw a plan view map with some accuracy. 	<ul style="list-style-type: none"> *Draw a plan view map accurately.
Map Knowledge	<ul style="list-style-type: none"> *Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. 	<ul style="list-style-type: none"> *Locate and name on UK map major features e.g. London, River Thames, home location, seas. 	<ul style="list-style-type: none"> *Begin to identify points on maps A,B and C 	<ul style="list-style-type: none"> *Begin to identify significant places and environments 	<ul style="list-style-type: none"> *Identify significant places and environments 	<ul style="list-style-type: none"> *Confidently identify significant places and environments
Style of map	<ul style="list-style-type: none"> * Picture maps and globes 	<ul style="list-style-type: none"> *Find land/sea on globe. * Use teacher drawn base maps. * Use large scale OS maps. * Use an infant atlas 	<ul style="list-style-type: none"> *Use large scale OS maps. * Begin to use map sites on internet. * Begin to use junior atlases. * Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> *Use large and medium scale OS maps. * Use junior atlases. * Use map sites on internet. * Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> *Use index and contents page within atlases. *Use medium scale land ranger OS maps. 	<ul style="list-style-type: none"> *Use OS maps. * Confidently use an atlas. * Recognise world map as a flattened globe.