



## Simonside Primary School

### Progression of map and geographical enquiry skills.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical enquiry</b>	<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 immediate local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use non-fiction 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 non-fiction 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 -</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>



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					influence on people/everyday life.	
Direction/Location	<p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Begin to introduce NESW.</p>	Use 4 compass points North, South, East and West.	<p>Confidently use N, S, E, W to follow and give directions.</p> <p>Begin to use 4 figure grid references.</p>	<p>4 figure grid references on a range of maps.</p> <p>Begin to use 8 compass points.</p>	<p>Use 8 compass points.</p> <p>Use 6 figure grid references to interpret OS maps.</p>	<p>Use 8 compass points confidently and accurately.</p> <p>Use 6 figure coordinates confidently to interpret OS maps.</p> <p>Use latitude and longitude on atlas maps.</p>
Drawing maps/representation.	Draw simple aerial maps and plans and begin to explore the use of symbols/	Using a key to draw class agreed symbols to make a simple key and draw on map correctly.	Begin to recognise and use simple symbols and draw these on an aerial map to identify land use.	Identify OS symbols and draw sketch maps.	Begin to draw own detailed sketch maps, create own key and simple OS symbols to represent physical features.	Accurately draw own detailed sketch maps, create own key and simple OS symbols to represent physical features.
Using maps	Use simple maps of local area. Label simple key features.	Use world maps to identify oceans and continents. Identifying the equator, northern	Use more detailed of local city and more detailed map of the UK.	Use atlases to find countries around Europe using the index. Identify lines of latitude on world map.	Use topographical maps to identify physical features, biomes and populations	Use a variety of maps such as land use map, population density map, relief map to



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		and southern hemisphere.			maps in order to reason.	analyse and draw conclusions from.
<b>Scale/distance</b>	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. (E.g. river Nile).	Use a scale to measure distances. Draw/use maps and plans at a range of scales.