



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Class 6
Geographical enquiry	<ul style="list-style-type: none"> Introduce vocabulary to enable children to talk about their observations and ask questions. 	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusion e.g. make comparisons between locations photos/pictures/ maps 	<ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and
Direction /Location	<ul style="list-style-type: none"> Follow simple directions 	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW) 	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: 	<ul style="list-style-type: none"> Use 4 compass points well; Begin to use 8 compass points; Use letter/no. co-ordinates to locate 	<ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure co-ordinates to 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently

				<ul style="list-style-type: none"> • Use letter/no. coordinates to locate features on a map. 	features on a map confidently.	locate features on a map.	to locate features on a map. <ul style="list-style-type: none"> • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	<ul style="list-style-type: none"> • Draw and create their own maps using real objects, and/or pictures and symbols. 	<ul style="list-style-type: none"> • Draw picture maps of imaginary places and from stories. 	<ul style="list-style-type: none"> • Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) 	<ul style="list-style-type: none"> • Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing. 	<ul style="list-style-type: none"> • Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing. 	<ul style="list-style-type: none"> • Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> • Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity.
Representation	<ul style="list-style-type: none"> • Look at signs and symbols on different types of maps for example in school, and the local community. 	<ul style="list-style-type: none"> • Use own symbols on imaginary map. 	<ul style="list-style-type: none"> • Begin to understand the need for a key. • Use class agreed symbols to make a simple key. 	<ul style="list-style-type: none"> • Know why a key is needed. • Use standard symbols. 	<ul style="list-style-type: none"> • Know why a key is needed. • Begin to recognise symbols on an OS map. 	<ul style="list-style-type: none"> • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols. 	<ul style="list-style-type: none"> • Use/recognise OS map symbols; • Use atlas symbols.
Using maps	<ul style="list-style-type: none"> • Share play maps and small world to allow children to create their own environments. 	<ul style="list-style-type: none"> • Use a simple picture map to move around the school; 	<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 	<ul style="list-style-type: none"> • Locate places on large scale maps, (e.g. Find UK or India on globe) 	<ul style="list-style-type: none"> • Compare maps with aerial photographs. • Select a map for a specific 	<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.

	<ul style="list-style-type: none"> • Use a simple map with symbols to spot features in the school grounds or in the local community. 	<ul style="list-style-type: none"> • Recognise that it is about a place. 		accuracy. (e.g. whilst orienteering)	<ul style="list-style-type: none"> • Follow a route on a large scale map. 	<p>purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <ul style="list-style-type: none"> • 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"> • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale/ Distance	<ul style="list-style-type: none"> • Arouse awareness of their own setting and immediate local area discussing simple distances. 	<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"> • Observe things closely through a variety of means including magnifiers and photographs. 	<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"> Name and locate different parts of the local community. 	<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"> Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps. 	<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.

