Geography Skills Progression.

	Graphicy Skills	Key Skills (Fieldwork & Practical)	Key Skills (Academic)
R		Reading simple maps. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Draw simple information from a map. Compare similarities and differences between life in this country and other countries.
1	**Keys & symbols:** Recognise and identify basic symbols in a key. **Read maps:** Show some understanding of the ways we can find out about the world (e.g. atlases, photographs). **Draw maps / plans:** Create age-related data tables, graphs and charts, maps and plans, drawings and posters. **Digital maps:** Create age-related diagrams and digital presentations. **Use images:** Start to understand the purpose of different image types.	**Use a compass:** Use North, South, East, West for simple navigation. Describe position, direction and movement (from Maths curriculum). **Observe/measure:** Begin to use first-hand observation using senses (eg qualitative comments, or measurements in nonstandard units). Measure to nearest 10cm, eg with metre stick painted in 5cm blocks. **Locate:** Use simple locational language to describe (eg near/ far, North, South, East, West). **Record:** Make simple recordings eg lists, tallies and simple tables where the template is given.	**Ask questions:** Ask and answer simple questions about what they have seen or heard. Use sources (from History National Curriculum) Explain the difference between fiction and non-fiction (from History National Curriculum). Show some understanding of the ways we can find out about the world (eg books, museums, atlases, photographs (from History National Curriculum). **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work.

2	**Keys & symbols:** Use basic symbols in a key. Use and construct basic symbols in a key. Recognise & identify basic OS symbols. **Read maps:** Use simple grid references to locate squares on a map (eg A1, D7). Draw maps / plans: Devise a simple map (eg sketch map of places in stories, school grounds). **Digital maps:** Use digital technologies: zoom in/out on a map Begin to highlight and annotate digital maps Charts and graphs (from Maths National Curriculum) Pictograms, tally charts, block diagrams, simple tables (from Maths National Curriculum) **Use images:** Start to understand the purpose of different image types.	**Use a compass:** Use North, South, East, West to describe locations and routes on a map. Connect idea of turns to right angles (from Maths National Curriculum). **Observe/measure:** Use first-hand observations (eg qualitative comments & starting to measure in standard units). Measure to nearest cm and gram. Use litres for volume and °C for temperature. Scales in divisions of ones, twos, fives, tens where the numbers are given (from Maths National Curriculum). **Locate:** Use simple locational language (eg secure use of left/ right from own perspective). **Record:** Make more sophisticated recordings, eg frequency tables.	**Ask questions:** Show curiosity by voluntarily asking questions about what they have seen, heard or read. Discern relevance Start to make selections, eg from or within sources of information. Use sources (from History National Curriculum) Identify ways that geography is presented and represented (eg fiction, images, maps) (from History National Curriculum). **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work.

	Use aerial photographs and plan perspectives to recognise landmarks and basic features.		
3	**Keys & symbols:** Use keys to build knowledge/research. Start to understand complex keys eg size of symbol for quantity. Start to understand contour lines. **Read maps:** Use maps [atlases, and globes] to locate and to start to describe features. Use 4 figure grid references to build knowledge (i.e. research) Work out simple distances from a map (eg aerial distance, or along a straight road). **Draw maps / plans:** Create a sketch map - eg of a short route, or a building plan with simple symbols. Start to draw to scale (positive integer scaling and simple correspondence - from Maths National Curriculum) **Digital maps:**	**Use a compass:** Start to use eight points of a compass - and link to magnets and poles (Science) Start to use idea of degrees to measure turns (from Maths National Curriculum). **Observe/measure:** Start to evaluate own observations, and compare them with others'. Start to estimate length and distance. Measure to nearest mm, nearest 10ml, and 45° for angle. Convert between units, eg m to cm (from Maths National Curriculum). Start to understand the concept of area (from Maths National Curriculum). Use scales in ones, twos, fives and tens where numbers may be missing. (from Maths National Curriculum). **Locate:** Secure use of left and right from any perspective (eg with an upside-down map). **Record:** Take simple notes i.e. using abbreviations, deliberate misuse of grammar, etc. Use	**Ask questions:** Start to frame questions and answers in geographically valid ways (eg about change/difference). Discern relevance Select information according to relevance (i.e. spot the 'main' landmarks). Use sources (from History National Curriculum) Explain the difference between primary and secondary data (from History National Curriculum). Start to show awareness that there are different ways to represent geographical information, and that these might inform opinions and beliefs (from History National Curriculum). **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work

	Start measuring distance on Digimaps. 'Zoom' for a purpose and explain the scale. Annotate digital maps with text/labels. Charts and graphs (from Maths National Curriculum) Bar charts (eg not blocks); use more complex tables (from Maths National Curriculum). **Use images:** Understand and explain the reliability / purpose of different picture types (include historical silhouettes & lithographs – link to Science 'light' topic).	sketch maps, tables, jotted diagrams, subdivided lists, etc.	
4	**Keys & symbols:** Use complex keys to build knowledge eg making quantitative estimates based on size of symbol. Understand contour lines. **Read maps:** Use the contents and index of an atlas. Use oblique and aerial views. Start to use 6 figure grid references.	**Use a compass:** Confidently use the eight points of a compass. Use concepts of acute/obtuse angles, i.e. increasingly understanding turns (from Maths National Curriculum). **Observe/measure:** Evaluate own observations and compare them with others'. Make reasonable estimations of length and distance; start to estimate mass, capacity and angle.	**Ask questions:** Ask and answer geographically valid questions (eg about cause and effect, reliability, change and difference). Discern relevance Note connections, contrasts and trends and use these to order by relevance. Use sources (from History National Curriculum) Recognise that geographical 'facts' can vary depending on the source, and begin to suggest reasons for this. **Present information:**

	Use a scale to reasonably estimate distances (eg along roads/waterways). Start to explain ideas using a thematic map for reference. **Draw maps / plans:** Draw a map or plan from a description. Create a scale-bar Draw cross-sections (harder integer correspondence, from Maths National Curriculum) **Digital maps:** Accurately measure distance, including non-linear distances Annotate digital maps with markers, text, photographs, hyperlinks, etc. Use digital maps for a purpose (eg select, 'screengrab' & paste into .pub/.ppt/.doc. Charts and graphs (from Maths National Curriculum) Time graphs 'and other graphs' (from Maths National Curriculum) Use discrete and continuous data (from Maths National Curriculum) **Use images:** Compare the context & purpose (reliability) of different photographs.	Start to understand inches & miles, stone & pounds, Fahrenheit. Understand the concept of area (from Maths National Curriculum). Use more complex scales where some numbers may be missing (from Maths National Curriculum) **Locate:** n/a **Record:** Take quantitative and qualitative notes about observations. Start to include continuous data. Make simple calculations while in the field.	Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work

	Use digital technologies to alter photos/images		
5	**Keys & symbols:** Start to create complex keys using mathematical concepts eg size of symbol for quantity. **Read maps:** Use maps and atlases, globes and digital/computer mapping to locate and describe features. Use 6 figure grid references to build knowledge. Relate differently-scaled maps to each other. Explain ideas using a thematic map for reference. Draw maps / plans: Start to draw thematic maps. Create a map from Fieldwork measurements. Scale by simple fractions (from Maths National Curriculum). **Digital maps:** Use linear and area measuring tools. Start to use digital maps (and selections from them) at different scales, to illustrate a point. Charts and graphs	**Use a compass:** Convert between eight compass points and azimuth bearings. Draw angles up to 360° (from Maths National Curriculum). **Observe/measure:** Estimate length, distance, mass, capacity, angle; start to estimate temperature and area. Measure angle to the nearest degree. Use approximate equivalences between metric and imperial (from Maths National Curriculum). Calculate area, start to understand volume (from Maths National Curriculum). **Locate:** n/a **Record:** Start to group observations and collected data while in the field, into complex tables, diagrams and flow charts.	**Ask questions:** Ask and answer geographically valid questions (eg about significance, relevance, reliability, perspective). Discern relevance Explain the usefulness, reliability and relevance of information. Use sources (from History National Curriculum) Begin to explain how Geographical 'facts' are often interpreted to support opinions (from History National Curriculum). **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work

	Complete and interpret tables, including timetables (from Maths National Curriculum) Calculate the mode and range. **Use images:** Use digital technologies to alter photos/images and explain the impact (eg reliability).		
6	**Keys & symbols:** Create complex keys. **Read maps:** Explain how types of map give different perspectives / show prejudice (eg the Peters Projection). Confidently use distribution/thematic maps to illustrate an idea or discussion. **Draw maps / plans:** Design and draw distribution/thematic maps. **Digital maps:** Use linear and area measuring tools accurately. Use careful selections from digital maps to illustrate points verbally (eg with .ppt) or in written form (eg .pub, .doc). **Charts and graphs:**	**Use a compass:** Show awareness of the 16-point compass rose, and compass quadrant bearings. **Observe/measure:** Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature. Fluency with converting units, including between metric and imperial from Maths National Curriculum). Calculate area, start to understand volume (from Maths National Curriculum). Locate: n/a **Record:** Group and redraft observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs. Make calculations in the field eg mean averages.	**Ask questions:** Regularly ask and answer perceptive questions in geographically valid ways. Discern relevance Thoughtfully organise information by relevance, and politely critique others. Use sources (from History National Curriculum) Start to understand the idea of 'tertiary' sources data. Explain and critique the way geographical 'facts' are used and interpreted to support opinions. **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work

	Read, interpret and use pie charts and line graphs. Calculate the mean. **Use images:** Carefully select images for a purpose (eg as evidence, or to show reliability).		