Wheldrake with Thorganby CE Primary School Progression of Skills in Geography

	Geographical enquiry	Graphicacy & Map Skills	Locational & Place Knowledge (Substantive Knowledge)
EYFS	Understanding the World (People, Culture, and Communities / The Natural World), map out these foundational milestones: Fieldwork & Inquiry: Making simple, direct observations of their immediate environment (e.g., the school playground, their classroom). Graphicacy (Maps): Drawing simple pictorial representations of places they know (e.g., drawing their house or a map of a story setting). Geographical Vocabulary: Noticing and naming daily weather patterns and changing seasons (e.g., leaves falling, rain, sun).		
Year 1	-Participate in teacher-led enquiries to ask and respond to simple closed questions. -Investigate immediate surroundings and make direct observations about where things are (e.g., within the school grounds or local area). -Use secondary sources of information, such as information books, photographs, and pictures. -Use relative and comparative vocabulary to describe features (e.g., near/far, bigger/smaller, hot/cold).	Follow simple directional instructions (up, down, left, right, forwards, backwards). Draw picture maps of imaginary places and settings from familiar stories. Devise and use own pictorial symbols on a simple map or key. Use a simple picture map or school plan to navigate and move around the school grounds. Understand that a map or globe represents a real place in the world. Draw around physical, concrete objects to create a basic floor plan (foundational scale).	Name, locate, and identify the four countries of the United Kingdom and their capital cities on a map (England, Scotland, Wales, Northern Ireland). Identify their own home town and describe features of their school's local area. Recognise the visual difference between flat picture maps and spherical globes.
Progression from Year 1 to 2 Move from following directions (Up/Down/Left/Right), to using standard compass points (N, S, E, W). Move from drawing maps of imaginary places, to sketching real, observed environments. Move from using any personal symbol, to using semi-standard symbols and keys that make sense to others.			
Year 2 Planit units 2026-20297	Investigating Layouts: Formulate simple questions about immediate spaces ("What is next to the playground?"). Data Collection: Observe, count, and track features within the school grounds or immediate street layout.	Aerial Perspective: Identify features from an aerial/birds-eye view photograph and match them to ground-level views. Map Construction: Draw simple, unscaled sketch maps of the classroom, school, or a fictional island. Symbols & Keys: Create and interpret a basic pictorial key where shapes or colors represent	The United Kingdom: Locate and name the four countries of the UK (England, Scotland, Wales, Northern Ireland) and their capital cities on an infant atlas. Surrounding Seas: Identify the position of the North Sea, English Channel, Irish Sea, and Atlantic Ocean relative to the UK coast.

		real-world objects (e.g., a green circle for a tree). Compass Work: Use the four cardinal compass points (North, South, East, West) to give and follow simple routing directions.	
Year 2 geowonderers 2027-2028	Formulate Questions: Suggest simple questions to investigate a locality with minimal teacher prompting. Gather & Record Data: Collect data during a local fieldwork visit (e.g., a high street or seaside walk) using simple tally charts, annotated pictures, or basic digital photos. Express Views: Express opinions about the environment, identifying what they like and dislike about a specific locality, and suggest simple ways to improve it. Evaluate Sources: Use a wider range of secondary sources, including aerial photographs, digital globes (like Google Earth), videos, and tourist brochures.	Compass & Direction: Use the four cardinal compass points (North, South, East, West) to describe the location of features on a map. Map Navigation: Use a simple, commercially produced map or atlas to locate a place, using the key to identify specific features. Sketch Maps: Draw a simple sketch map of a real place they have visited (e.g., the school neighborhood or a park), moving away from imaginary picture maps. Standard Keys: Devise and use a simple key with semi-standard symbols (e.g., a blue line for a river, a green block for a park) rather than purely pictorial icons. Perspective & Scale: Recognise the difference between an aerial (bird's-eye) view and a plan view, and arrange basic cut-out shapes onto a page to show correct relative positioning.	World Oceans & Continents: Name and locate the world's seven continents and five oceans on a map and globe. UK Features: Locate the surrounding seas of the United Kingdom and identify major physical characteristics of the UK (e.g., coastlines, beaches, hills). Non-UK Locality: Understand the geographical similarities and differences between their own local area and a contrasting non-UK locality (e.g., Nairobi, Kenya). Climate Zones: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Progression from Year 2 to 3 Move from identifying features on a simple atlas, to use 4-figure grid references to pinpoint them. Move from using 4 compass points (N, S, E, W), to using 8 compass points to map out directions. Move from basic tally charts during a walk, to using tools to measure physical data (like tracking weather or water features). Move from pictorial keys, to official OS map symbols.			
Year 3	Structured Enquiries: Ask more focused geographical questions (e.g., "Why?" and "How?" rather than just "What?") and begin to suggest appropriate ways to find the answers. Fieldwork Data Collection: Measure and record physical and human features using structured techniques, such as keeping a rainfall gauge, taking digital temperature readings,	Grid References: Introduce and use 4-figure grid references to locate features on a map. Ordnance Survey (OS) Maps: Begin to explore standard 1:25,000 and 1:50,000 OS maps, identifying standard symbols using the map index or key. Compass & Direction: Expand from the 4 cardinal points to the 8 points of a compass (adding NE, NW, SE, SW) to describe spatial relationships and routes.	UK Counties & Cities: Name and locate a wider range of counties and cities across the United Kingdom, identifying how land-use patterns have changed over time. Tectonic Features: Locate major global volcanic zones and fault lines (e.g., the Pacific Ring of Fire) on a world map. European Overview: Identify the position and names of major European countries and their capital cities.

	or counting traffic at specific intervals. Data Representation: Transfer fieldwork data into simple graphs, bar charts, or tables with teacher support. Source Analysis: Select and analyze information from a range of secondary sources, including thematic maps (e.g., tracking earthquake zones), digital climate models, and cross-sectional diagrams.	Sketch Maps & Scale: Draw sketch maps of real locations (e.g., a local river bank or a high street) maintaining rough proportions and spatial accuracy, using a standard key. Digital GIS: Use digital mapping software (like Google Earth or Digimap for Schools) to zoom in and out to view a locality at different scales (local, national, global).	Environmental Features: Describe the location and basic features of major global rivers and mountain ranges.
Progression from Year 3 to 4 Move from using a 4-figure grid reference to find a point, to plotting points onto grids independently. Move from looking at digital maps, to now overlaying and comparing layers (like comparing old vs. new maps) to notice land-use changes over time. Move from teacher-supported graphs, to selecting and constructing data displays to prove a simple hypothesis. Move from focusing solely on European geography, to the Americas.			
Year 4	Hypothesis Testing: Begin an enquiry with a simple prediction or hypothesis (e.g., "Traffic will be heavier near the shops than the park" or "Soil near the trees will absorb water faster"). Fieldwork Measurement: Use mechanical or digital tools independently to measure environmental factors (e.g., using a tape measure for land-use dimensions, an anemometer for wind speed, or a infiltration tube for soil drainage). Data Translation: Autonomously present collected data in bar charts, pictograms, or multi-categorical tables, and write brief summary sentences explaining what the data shows. Comparative Analysis: Compare two different locations using primary data and secondary sources (e.g., comparing land use in an urban street vs. a rural lane).	Advanced 4-Figure Grid Work: Confidently use 4-figure grid references to not only locate features but also to plot new features onto a blank or semi-blank grid. 8-Point Navigation: Use the 8 points of a compass to write clear, step-by-step route directions for a peer to follow across an OS map. Understanding Scale: Begin to use simple scale bars on maps to calculate rough distances between two points (e.g., "1 cm on this map equals 100 metres in real life"). Overlaying Data (GIS): Use digital mapping tools to overlay different data layers (e.g., toggling between a modern satellite view and a historical map view to observe changes in local housing or green spaces). Sketch Maps with Topography: Draw clear sketch maps of an area studied during fieldwork, accurately labeling key human and physical features and using standard OS symbols.	UK Regions & Topography: Identify and describe the broader geographic regions of the UK (e.g., East Anglia, the Midlands, the Highlands), recognizing their distinct topography, hills, mountains, and coastal features. The Americas: Locate the countries and major capital cities of North and South America on a world map. Resource Distribution: Identify the global distribution of key natural resources (e.g., energy, wind/solar zones, minerals, water) and notice how this dictates global trade routes.
Progression from Year 4 to 5			

Move from 4-figure grid references, to highly precise 6-figure grid references.

Move from looking at flat land-use boundaries, to learning to interpret 3D relief using contour lines.

Move from basic measurements, to using systematic sampling techniques (like quadrats or regular interval testing) during fieldwork.

Develop their locational understanding from simple country names to abstract global grid lines (Latitude, Longitude, and the Tropics).

Year 5	Independent Enquiry Planning: Formulate complex geographical questions and independently plan an enquiry, deciding what data needs to be collected and which tools are required. Advanced Fieldwork Sampling: Use systematic sampling methods during fieldwork (e.g., placing a vegetation quadrat at regular intervals or surveying microclimates around different sides of a school building). Data Integration: Combine primary fieldwork observations with secondary data (e.g., comparing local rainfall measurements against long-term Met Office climate data). Critical Evaluation: Evaluate the accuracy of their own fieldwork data, identifying any anomalies and suggesting how their data collection methods could be improved.	6-Figure Grid References: Introduce and use 6-figure grid references to locate precise features on an OS map. Relief and Contours: Begin to read and interpret contour lines on a map to identify the shape, height, and steepness of hills and mountains. Scale and Distance: Use linear scale bars and simple mathematical ratios to calculate actual track or road distances between multiple locations on an OS map. Advanced Digital GIS: Use digital mapping software to measure area, track changing environmental boundaries (e.g., deforestation or coastal erosion rates), and input coordinate data. Thematic Map Interpretation: Read and interpret complex thematic maps, such as global biomes, population density, or rainfall distributions.	Global Grid Reference Lines: Identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and the Prime/Greenwich Meridian. Global Biomes: Locate the world's major climate zones and biomes (e.g., rainforests, deserts, tundra) on a world map, explaining how latitude influences them. European Regions: Study a specific region within Europe in depth, exploring its physical landscape, economic activity, and human features.

Progression from Year 5 to 6
Instead of just learning about 6-figure grid references and contours (Year 5), they now fluidly combine them to navigate and read complex landscapes independently.

Instead of just recording measurements, they now look for correlations and anomalies (e.g., using scatter graphs or trend lines).

Instead of looking at isolated local land use (Year 4) or isolated global biomes (Year 5), they look at global interconnectivity—tracing how local actions impact the global environment.

Year 6	Hypothesis Formulation: Independently formulate a testable, multi-variable geographical hypothesis (e.g., "Air pollution will decrease as distance from the main road increases, but will vary based on canopy cover").	OS Map Mastery: Confidently navigate standard OS maps using 6-figure grid references, the 8-point compass, standard symbols, and contour lines simultaneously to describe complex routes and topographies. Topographic Profiles: Use contour lines to understand the relief of	Time Zones & Longitude: Use the Prime/Greenwich Meridian and lines of longitude to calculate time zone differences across the globe (e.g., linking to global trade and communication). Global Interdependence: Map and trace complex international supply chains, global trade

	Critical Fieldwork Execution: Carry out independent fieldwork enquiries in small groups, selecting the most appropriate digital or mechanical tools, managing time, and ensuring data accuracy. Advanced Data Presentation: Select and construct the most effective methods to present complex data, including scatter graphs, line graphs showing trends over time, pie charts, and data-overlayed sketch maps. Analytical Conclusions: Write clear, evidence-based conclusions that critically evaluate their hypothesis, explicitly linking their primary local findings to broader national or global trends.	the land, distinguishing between gentle slopes, steep ridges, valleys, and plateaus on a map. Scale Conversions: Compare maps of the same area drawn at different scales (e.g., a 1:1,250 site plan vs. a 1:50,000 regional map) and calculate precise real-world distances and areas. Professional GIS Analysis: Use digital GIS tools independently to analyze spatial data, trace historical map overlays to track long-term urban or environmental change, and create custom digital maps with user-generated data points.	networks, and the movement of goods, energy, or food from source to consumer. Environmental Interconnectivity: Identify how a physical or human change in one part of the world has a direct knock-on effect elsewhere (e.g., how global carbon emissions affect rising sea levels in island nations or changing agricultural boundaries).