

Key Stage 1 Geography Knowledge and skills progression.



	Year R	Year 1 ARE	Year 2 ARE
Contextual world knowledge (Investigate places)		Have used maps and images to have basic locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.
			Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans.
Understanding (Investigate patterns)		Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.
			Identify land use around the school. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
Geographical enquiry (Communicating geographically)		Be able to investigate places and environments with adult modelling by asking and answering basic questions, making simple observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.
			Use basic geographical vocabulary to refer to: key physical features , including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features , including: city, town, village, factory, farm, house, office and shop Use simple grid references (A1, B2).
Specific progression in fieldwork	Can make basic observations about the environment they are in. Can draw a basic sketch showing some key features of	Can make simple observations. Can use a photo, video or audio taken by an adult as evidence of what they have seen. Can draw a simple sketch map showing key features of the school, its grounds and surrounding environments.	Can make detailed observations. Can use a camera, video or audio to gather evidence of what they have seen. Can draw a sketch map with labels showing key features of the school, its grounds and surrounding environments.

Key Stage 1 Geography Knowledge and skills progression.



	the environment they are in or know. Can measure using simple words or simple recording. Can work in a group to ask and answer questions.	Can work in a group with an adult to ask questions about the school, its grounds and surrounding environment. Can measure using simple words and frequency recording. Can reach a simple conclusion to the fieldwork question or prediction.	Can ask trusted and familiar adults questions about the school, its grounds and surrounding environment. Can measure using a guided tally and standard units such as minutes and metres. Can present findings simply using maps or graphs. Can reach a simply described conclusion to the fieldwork question or prediction.
Specific progression in map skills	Can recognise a globe and a map of the world. Can use basic directional language – up, down, under, around. Can draw a simple map using imagination or knowledge of a specific place eg bedroom or playground. Can ask and answer questions about places, features and environments.	Can use picture maps and globes. Can use simple directional language- near, far, left, right to describe the location of features and routes on a map. Can use plan perspectives to recognise landmarks and basic human/physical features. Can draw basic maps and create own symbols. Can ask questions about specific places and environments.	Can use a simple atlas. Can use the four point compass directions- N,S,E,W to describe the location of features on a map. Can use aerial photos to recognise landmarks and basic human/physical features. Can draw a simple map and use agreed realistic (OS) map symbols to make a simple key. Can ask a series of questions about places and environments.

Key Stage 1 Geography Knowledge and skills progression.



<http://digimapforschools.edina.ac.uk>

Digimap for Schools Geography resources

Digimap for Schools – progression map to show how you might develop mapping skills in Primary

	Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale	Digital map making
Year 1 and 2	I can find information on aerial photographs. I know that maps give information about the world (where and what?). I can follow a route on a prepared map. I can recognise simple features on maps such as buildings, roads and fields. I recognise that maps need a title. I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. I can begin explaining why places are where they are.	I am beginning to use directional vocabulary. I can say which direction N,S,E,W is for example, using a compass in the playground. I know which direction N is on an Ordnance Survey map.	I can draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.	I can use symbols on maps (own and class agreed symbols). I know that symbols mean something on maps. I can find a given Ordnance Survey symbol on a map with support. I am beginning to realise why maps need a key.	I can look down on objects and make a plan for example, on desk, high window to playground. I can draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). I can use large scale, vertical aerial photographs. I know that when you 'zoom in' you see a smaller area in more detail.	I can find places using a postcode or simple name search. I can add simple information to maps for example, labels and markers. I can draw around simple shapes and explain what they are on the map for example, houses. I can use the measuring tool with support to show distance for example, my house to school, to the shops. I can zoom in and out of a map. I can draw a simple route. I can highlight areas. I can add an image to a map.
	Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes. Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases. Introduce: simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps. Context: focus on the local scale— home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.			Suggested Digimap For Schools Activities (* Ks1-2) Letter to our school Where do I live? How can we get to Grandma's safely? What's the quickest way to school? My geography glasses Who goes to school by boat?* Where does our milk come from?* Where do I go in a week?* Capital Stops* My Dream Island* The Magic Telescope*		