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| 30-50 Months | 40-60 months | Early learning goals | Geography Skills | Year 1 | Year2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **The World**   * To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. * To talk about some of the things they have observed, such as plants, animals, natural and found objects. * To talk about why things happen and how things work. * To develop an understanding of growth, decay and changes over time. * To show care and concern for living things and the environment. | **The World**   * To look closely at similarities, differences, patterns and change. | **The World**   * To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | **Geographical enquiry**  **Children can…** | * Ask and respond to simple closed questions * Use pictures and appropriate books as sources of information * Investigate and make observations about their surroundings including the local area | * Ask simple geographical questions. * Use books, stories, pictures and maps as a source of information * Investigate their surroundings and make observations about why things happen. * Make simple comparisons about different places | * Ask geographical questions about the topic they are studying. * Use books stories, pictures, maps, atlases and the internet as a source of information * Investigate places on a map at more than one scale. * Begin to collect and record evidence and analyise evidence to make comparisons. | * Ask and answer geographical questions with their own ideas. * Use books, stories, pictures, maps, atlases, the internet and satalite and ariel photos as sources of information. * Investigate places and themes at more than one scale. * Collect and record relevant evidence | * Begin to suggest own enquiry questions. * Begin to use primary and secondary sources of information in their research. * Investigate places focusing on larger scale inquiries. * Collect and record evidence unaided. * Analyse their evidence and draw conclusions | * Suggest questions for enquiry * Use primary and secondary sources in their investigations. * Investigate places with more focus on a larger scale * Collect and record evidence unaided. * Analyse different sources of evidence and draw conclusions |
|  |  | **People and Communities**   * To talk about past and present events in their own lives and in the lives of family members. * To know about similarities and differences between themselves and others, and among families, communities and traditions. | **Direction and Location**  **Children can…** | * Follow directions (up/down, left/right, forwards/ backwards) | * Follow directions (North, south, east, west) | * Use 4 compass points to follow and give directions * Use letter/ number coordinates to locate features on a map | * Begin to use 8 compass points to follow and give directions * Confidently use letter/ number coordinates to locate features on a map. | * Use 8 compass points to follow and give directions * Begin to use 4 figure coordinates to locate features on a map. | * Use 8 compass points to follow and give directions * Confidently use 4 figures coordinates to locate features on a map * Begin to use 6 figure coordinates to locate features on a map |
| **Drawing Maps**  **Children can…** | * Draw picture maps from stories. * Use own symbols on their own map. | * Draw a map of an a real or imaginary place with detail. * Begin to understand the need for a key * Use agreed symbols to create a key for their own map | * Attempt a drawing of a map of a route the children know. * Draw a simple scale drawing * Know why a key is needed on a map * Use standard symbols for a key | * Draw a map of a route the children know with more detailed features * Draw a simple scale drawing. * Begin to recognise and use symbols on an OS map | * Begin to draw a variety of maps based on different data * Draw a sketch map using symbols and a key * Recognise and use symbols on an OS map. | * Draw a variety of maps based on different data * Begin to draw more complex plans. * Recognise and use symbols on an OS map * Use and recognise atlas symbols |
| **Using maps**  **Children can…** | * Use a simple map to move around school * Understand that a map represents a place. | * Follow a simple route on a map. * Use a plan view. * Use an infant atlas to locate places | * Locate places on a larger scale map. * Follow a route on a map accurately. | * Locate places on a large scale map * Follow a route on a large scale map | * Compare maps with aerial photos. * Select a map for a specific purpose. * Begin to use atlases to find out about features of places. | * Follow a short route on an OS map and describe features of the map. * Locate places on a world map * Use atlases to find out about features of places. |
|  |  |  | **Scale and distance**  **Children can…** | * Use appropriate vocabulary for description (bigger, smaller) | * Begin to recognise and match places on different scale maps. | * Begin to recognise and match boundaries on different scale maps. | * Recognise and match boundaries on different scale maps. | * Measure straight line distances on a map. * Find and recognise places on maps of different scales | * Use a scale to measure distances on a map. * Use maps and plans at a range of scales. |
| **Perspective**  **Children can…** | * Draw around objects to make a plan. | * Look down on objects to make a plan view map. | * Begin to draw a sketch map from a high view point. | * Draw a sketch map from a high view point. | * Draw a plan view map with some accuracy. | * Draw a plan view map accurately. |
| **Map Knowledge**  **Children can…** | * Recall names of some places of note within and around the UK. | * Locate and name major places and features of the UK on a map. | * Begin to identify points on a map. | * Begin to identify significant places and environments on maps. | * Identify significant places and environments on maps. | * Confidently identify significant places and environments on maps |
| **Style of map**  **Children can…** | * Use picture maps and globes | * Find land and sea on a globe. * Use large scaled OS maps * Use and infant atlas. | * Use a large scale OS map * Begin to use internet map sites * Begin to use junior atlases * Begin to identify features on aerial and oblique photographs * Recognise a world map is a flattened globe. | * Use large and medium scale OS maps * Use internet map sites * Use junior atlases * Identify features on aerial oblique photographs | * Use large and medium scale OS maps * Use index and contents pages within atlases | * Use OS maps * Confidently use an atlas |