

Subject Progression Grid for Geography



Use maps.

Early Years	To know about similarities and differences between themselves and others, and among families and communities.	To know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.		
Year 1	The child will become familiar with maps, atlases, globes and digital maps.	Start to use and describe journeys. Making links to ICT and maths position and direction to navigate around a map.	The child can make a simple sketch map of their school environment.	Children begin to use technology to locate areas of study. Children can zoom in and out of a map.
Year 2	The child will become confident using maps, atlases, globes and digital maps.	Describe and map simple journeys. Making links to ICT and maths position and direction to navigate around a map.	Children can name and locate the places they are studying.	Beginning to look at simple grid references. eg A7, D3
Year 3	Children can sketch a map to scale and add annotations, text and labels	Name, locate and begin to describe the features they are studying. Eg using the key to identify features.	Start to use 4 figure grid references and longitude and latitude.	
Year 4	Children will be able to identify features on a map through the use of symbols and keys.	Children can name, locate and describe the features they are studying.	Children are fluent use of 4 figure grid references.	
Year 5	Children will be able to identify features on a map through the use of symbols and keys.	Name, locate and describe the features they are studying.	Fluent use of 4 figure grid references.	
Year 6	Children can evaluate symbols, what makes a good map symbol.	Name, locate and describe the features they are studying.	Analyse the hidden biases of world/trade maps.	Fluent use of 4 and 6 figure grid references.

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Compass and Direction

Early Years	Use positional language to describe objects.		
Year 1	Begin to understand left and right.		Use positional language.
Year 2	Secure left and right.	Use positional language with confidence.	Begin to use 4 point compass directions.
Year 3	Secure left and right from another's perspective. (eg with an upside-down map.	Secure 4-point compass directions.	Begin to become aware of 8-point compass directions.
Year 4	Confidently use positional language and perspective.		Use letter/no. co-ordinates to locate features on a map.
Year 5	Confidently use 8 compass points.		Children can confidently use 4 and 8 point compass directions.
Year 6	Confidently use 8 compass points and accurately.	Use 4 and 6 figure co-ordinates confidently to locate features on a map.	Children become familiar with four and six-figure grid references, symbols and keys.
Year 6	Use 8 compass points and accurately.		Use latitude and longitude on atlas maps.

Subject Progression Grid for Geography



Observation and Measurement recording.

Early Years	To make simple observations about daily weather and record these either pictorially or verbally.		They talk about the features of their own immediate environment and how environments might vary from one another.
Year 1	The child can keep a weekly weather chart based on first-hand observations using picture symbols.		Record using picture symbols, and present this data orally.
Year 2	The child can keep a weekly weather chart based on first-hand observations using picture symbols, present this data.	The child can begin to measure rainfall or temperature using a scale with growing accuracy.	Data can be presented in tally charts, pictograms and bar charts or through written methods.
Year 3	The child can observe and record data based on first hand observation.	The child can begin to measure rainfall or temperature using a scale with accuracy. to the nearest mm.	Data can be presented in tally charts, pictograms and bar charts or through written methods and technology.
Year 4	Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes		To use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.
Year 5	Children are becoming more confident when collecting, analysing, and communicate a range of data.		Children focus on observing and recording the changes of human features over time, for example trade patterns.
Year 6	Children can confidently collect, analyse, and communicate a range of data.		Children can confidently use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.